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ABSTRACT

This document includes written and oral testimony from Senators; representatives of the Department of Health and Human Services; private citizens; and employees and representatives of national and local Head Start organizations, civil rights organizations, and parent groups. In general, discussion centers on the merits and disadvantages of specific Head Start reauthorization bills. These bills differ in terms of the programs mandated and the amount of funding proposed. Among the issues discussed at length are the amount of funding for training and technical assistance and the continuance of the Child Development Associate (CDA) certification program. Other issues include current requirements to give existing Head Start programs preference in granting contracts for expanded programs and proposals to limit children to 1 year of participation, to administer child care food funds through Head Start rather than through the Department of Agriculture, to strengthen Head Start performance standards, and to dissolve the Indian and Migrants Program (at the time of writing, a separate division within Head Start). (CB)

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REAUTHORIZATION OF THE HEAD START ACT, 1984

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HEARING

BEFORE THE

SUBCOMMITTEE ON FAMILY AND HUMAN SERVICES

OF THE

COMMITTEE ON LABOR AND HUMAN RESOURCES UNITED STATES SENATE

NINETY-EIGHTH CONGRESS

SECOND SESSION

ON

EXTENSION OF PROGRAMS UNDER THE HEAD START ACT, AND FOR OTHER PURPOSES

MAY 3, 1984

Printed for the use of the Committee on Labor and Human Resources

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CONTENTS

STATEMENTS

THURSDAY, MAY 3, 1984

	Page
Belnap, Dean W., M.D., pediatrician and child psychiatrist, former chairman of Utah State Board of Education, Bountiful, UT, prepared statement	61
Black, Lewis, president, board of directors, Alabama Council on Human Relations and Tracy Martin, chairman, policy council, Lee County Head Start, prepared statement	99
Dixon, Vernon H., representing National Indian Head Start Directors Association, prepared statement	75
Duggan, Mae, president, Parents Rights, Inc., prepared statement	94
Greene, Sarah, president, National Head Start Program and Frankie Brundage King, past Head Start parent, and parent involvement coordinator, Alabama Council on Human Relations, Lee County Head Start, Auburn, AL, and Dr. W. Dean Belnap, pediatrician and child psychiatrist, former chairman of Utah State Board of Education, Bountiful, UT	80
Hardy, Dorcas R., Assistant Secretary for Human Development Services, Department of Health and Human Services, accompanied by Lucy Biggs, Acting Commissioner, Administration for Children, Youth and Families; Clennie Murphy, Acting Associate Commissioner for Head Start; and David A. Rust, Director, Office of Policy and Legislation	4
Prepared statement	9
King, Frankie Brundage, past Head Start parent and parent involvement coordinator, Alabama Council on Human Relations/Lee County Head Start, Auburn, AL, prepared statement	88
King, Steven, former Head Start student, prepared statement	53
National Migrant Head Start Directors Association, prepared statement	88
Patterson, Claude, Head Start Director, West Central Missouri Rural Development Corporation, prepared statement	71
Rice, William M., and Robert W., Pickens Community Action Committee, prepared statement	102
Riper, Helen Van, prepared statement	84
Stallings, Jeannine R., prepared statement	87

ADDITIONAL MATERIAL

Communications to:	
Denton, Hon. Jeremiah, a U.S. Senator from the State of Alabama, from:	
Briggs, Frankie J., Head Start program director, Mobile Community Action, Inc., Prichard, AL, April 24, 1984	112
Brown, Lula A., chairperson, board of directors, Gadsden Progress Council, Gadsden, AL, April 24, 1984	104
Fields, Leo, president, Alabama Head Start Association, May 2, 1984	120
Harris, Sophia Bracy, executive director, FOCAL, Inc., April 30, 1984	113
McGrady, Michael, Head Start director, Organized Community Action Program, Inc., April 25, 1984	117
Nelson, Arthur, Head Start director, Lowndes County Head Start Program, April 26, 1984 (with attachments)	105
Perkins, Rosalyn, policy council chairperson, Dallas-Selma Community Action Agency, Selma, AL, April 27, 1984	114
Richardson, Dan, executive directive, Community Action Agency of Colbert and Lauderdale Counties, April 25, 1984	103

Page

Communications to—Continued
Denton, Hon. Jeremiah, a U.S. Senator from the State of Alabama, from—Continued
Rutledge, Clifford, president, Head Start Directors' Association, May 2, 1984 118
Troutman, Rebekah, project director, Dothan City Schools Head Start Program, April 24, 1984 115
Willoughby, James T., director, childhood development, SEARP & DC, April 24, 1984 116

REAUTHORIZATION OF THE HEAD START ACT, 1984

THURSDAY, MAY 3, 1984

U.S. SENATE,
SUBCOMMITTEE ON FAMILY AND HUMAN SERVICES,
COMMITTEE ON LABOR AND HUMAN RESOURCES,
Washington, DC.

The subcommittee met, pursuant to notice, at 10:08 a.m., in room SD-430, Senate Dirksen Office Building, Senator Jeremiah Denton (chairman of the subcommittee) presiding.

Present: Senator Denton.

OPENING STATEMENT OF SENATOR DENTON

Senator DENTON. Good morning.

This hearing will come to order.

The Head Start Act, which was last reauthorized in 1981, expires at the end of the current fiscal year, and must be reauthorized. I am proud to have introduced the 1981 reauthorization bill, and to have worked with other members of the Committee on Labor and Human Resources to push that legislation through Congress. The subcommittee has the responsibility again this year for the reauthorization, and I look forward to working with the other Senators to reauthorize the Head Start Program.

Head Start is a comprehensive, child-development program that seeks to bring about a greater degree of educational and social competence in children from low-income families. Approximately 438,000 children are currently enrolled in Head Start, an increase of 53,000 over 3 years ago; 12 percent of the children enrolled in the program are handicapped.

Head Start grantees provide services in four general areas—education, health and nutrition, social services, and parental involvement—to help preschool children from low-income families to get a head start in preparing for their educational and developmental growth.

Although much attention has been focused on the education portion of Head Start, the other aspects of the program are important as well.

I am especially pleased that Head Start makes such an effort to involve the families of the children in every program activity. That provides an opportunity for the benefits of Head Start to continue in the home as the child grows older. We will hear today from a former Head Start parent who will describe how Head Start helps parents as well as children.

Head Start services are provided by over 1,200 grantees, including 44 in my own home State of Alabama. Over 2,000 communities are served by Head Start grantees, which also provide 81,000 jobs for residents of those communities. Many of the jobs are held by parents of current or former Head Start children; 550,000 volunteers offer their services to Head Start.

I believe that the importance of the Head Start Program demands that it be considered on its own distinct merits. As many of you know, I joined with Chairman Hatch and four other Senators to introduce S. 2565, which would reauthorize Head Start for 3 additional years. Senator Stafford, along with several other Senators on the Labor and Human Resources Committee, has introduced S. 2347, which would reauthorize Head Start and two other programs under the jurisdiction of this subcommittee. Although there are differences between the two Head Start reauthorization proposals, I hope that all Senators will agree that the top priority of the Head Start bill that emerges from the committee must be the efficient delivery of services to children and families who are eligible for Head Start.

It is my personal belief that if new projects and innovative approaches to providing quality Head Start services are brought forward, we should be eager to try them, and that the legislation should provide the flexibility necessary to implement them. It will, therefore, by my goal to see that the reauthorization bill gives the Department of Health and Human Services the administrative ability to respond to changing needs in the Head Start community and to ensure that the highest quality Head Start services are provided to the greatest number of children.

I look forward to hearing from the experienced witnesses who are with us today to discuss the Head Start Program. I am certain that we share many common objectives for the reauthorization of Head Start.

However, before we hear from our first panel of witnesses we will receive for the record, the prepared statements of Senator Hatch, the chairman of the full committee, and Senator Grassley.

[The prepared statements of Senators Hatch and Grasaley follow:]

STATEMENT OF SENATOR HATCH

Senator HATCH. I am pleased to attend this hearing to consider the reauthorization of Head Start Programs and I applaud Senator Denton's active leadership on this issue. As a strong supporter of the Head Start Program, I am hopeful the Labor and Human Resources Committee can expeditiously approve a reauthorization of this program. This hearing begins that process and I appreciate all those who will provide this committee with an important testimony. We are not only renewing the lease on life for this worthy legislative achievement, we are also reaffirming our commitment to what I believe are fundamental principles on which Head Start must be based.

First, the Head Start Program is an example of how the public and private sectors can work together. Unlike all too many governmental programs, the Head Start Program has not dissuaded but

encouraged local initiative. There are over 500,000 people who volunteers their time and talents to local Head Start centers. In fact there are seven volunteers for every paid staff person. These include high school and college students, homemakers, senior citizens, professionals, local and State business leaders, and workers of all trades.

Second, the Head Start Program recognizes that the parents are the most important influence on a child. At a time when potential influence is too often ignored or circumvented, the Head Start Program recognizes that the parent is and should be the child's primary teacher. Head Start regulations require parental participation at all levels. For every three children enrolled in Head Start at least two Head Start parents are giving volunteer time. Head Start administrators spend a good deal of their time actively encouraging and organizing parental participation in the program.

Furthermore, I am impressed with the evidence that suggests that children, as adolescents, in programs like Head Start, are less likely to need remedial services as they grow older; that they are more likely to hold jobs after school hours; and that they demonstrate less antisocial and delinquent behavior. As the Head Start Program matures and as the children of Head Start grow in age, they are also expected to increase their employability. After all, the success of this program, as with other federally funded social programs, should be measured by the rate in which the program's beneficiaries become fully independent, productive, and contributing members of our national community.

This is why I believe reauthorizing the Head Start Program is so important. The Utah Head Start Program is a model success story with strong support by Utah citizens. I am pleased Dr. Dean Belnap, from my home State of Utah, is testifying in support of the continuation of the Head Start Program. Dr. Belnap's experiences not only as a dedicated physician but as the former chairman of the Utah State Board of Education will enlighten my colleagues as to the measurable success of the Head Start Program in Utah.

In conclusion, I am pleased to be an original cosponsor of S. 2565, legislation reauthorizing the Head Start Program and I reiterate my encouragement that my colleagues expeditiously enact the bill in order to best meet the goals and objectives of the Head Start Program.

STATEMENT OF SENATOR CHARLES E. GRASSLEY

Senator GRASSLEY. I want to thank and commend the chairman for holding this hearing today as we look at the reauthorization of the Head Start Program.

What began as a pioneer program resulting from the War on Poverty in the 1960's has demonstrated remarkable success and won the respect of many critics. The education, health and social services which are provided to low-income preschoolers are just a part of what has made Head Start a success. The valuable parental participation cannot be underestimated. For every 15 children in the Head Start Program, 10 parents volunteer services to the program. Additionally, the participation of the community, the high schools and colleges, senior centers, and business community pro-

vide the impetus needed to break the cycle of poverty and support to the family structure. Head Start is an investment—an investment of the parent in the child's education and development—an investment of the community for the community. Both the giver and the recipient profit. I believe we shall hear from one witness today who can tell us how this cycle proved beneficial in her life, the life of her children and her community.

Senator DENTON. I realize that two bills have been introduced with respect to the Head Start Act. One of these bills calls for a substantial increase for the Head Start Program. There is no question in my mind as to the efficacy of this program, and I would encourage those in the Head Start community to seek other sources of funding at the State and local levels. In my capacity as chairman of the Subcommittee on Aging, I would like to bring to attention that many Older Americans Act programs have received matching funds at the State and local levels due to the efforts of determined individuals working in programs to locate such funds. For example, nationwide, for every dollar appropriated by the Federal Government to provide congregate and home-delivered meals under title III of the Older Americans Act, that dollar has been matched by local contributions bringing the total of additional dollars to that particular program to approximately $150 million to $200 million last year.

I look forward to hearing from the fine panel of witnesses assembled here today and toward the passage of a Head Start bill.

Senator DENTON. Our first witness this morning is the administration's principal authority on the subject, Ms. Dorcas Hardy, the Assistant Secretary for Human Development Services, Department of Health and Human Services. Ms. Hardy has presented testimony before this subcommittee previously, and it is a privilege to have her with us again this morning.

Ms. Hardy, would you care to begin your opening statement?

STATEMENT OF DORCAS R. HARDY, ASSISTANT SECRETARY FOR HUMAN DEVELOPMENT SERVICES, DEPARTMENT OF HEALTH AND HUMAN SERVICES, ACCOMPANIED BY LUCY BIGGS, ACTING COMMISSIONER, ADMINISTRATION FOR CHILDREN, YOUTH AND FAMILIES; CLENNIE MURPHY, ACTING ASSOCIATE COMMISSIONER FOR HEAD START; AND DAVID A. RUST, DIRECTOR, OFFICE OF POLICY AND LEGISLATION

Ms. HARDY. Thank you, Mr. Chairman.

It is our pleasure to be here, and I would like to formally introduce to you my colleagues. On my left is Clennie Murphy, who is Director of the Head Start Bureau; to my right is Lucy Biggs, Acting Commissioner of the Administration for Children, Youth, and families; and to her right is David Rust, Director of the Office of Policy and Legislation.

We are pleased to have the opportunity to appear before you this morning to discuss reauthorization of the Head Start Act. As you know, the administration strongly endorses the Head Start Act, and proposes that the program be reauthorized for an additional 3 years, fiscal 1985 through 1987.

Our legislative proposal was submitted to Congress on March 20, 1984, and in addition to the simple 3-year extension, the draft bill is based on the assumption that funding for child nutrition will be transferred under current law from Agriculture to Health and Human Services. More than $80 million is our current estimate of reimbursements Head Start grantees would receive from USDA, and that is included indirectly in the Head Start budget request, as well as the proposed reauthorization.

The transfer, we believe, will simplify program administration for Head Start grantees. As you know, and as you have stated, the primary purpose of the Head Start Program is to provide comprehensive developmental services to improve the quality of life for low-income preschool children and their families.

The program does emphasize cognitive and language skills, socioemotional, physical and mental development, and parental involvement to enable each child to achieve his or her highest potential.

Head Start services are provided through a nationwide network of more than 1,200 grantees, serving more than 2,000 communities. The program employs approximately 81,000 persons in these communities, nearly 30 percent of whom are parents of current or former Head Start children. And there are more than 550,000 volunteers participating in the program.

Between 1980 and the end of 1984, the number of children served by Head Start will have increased by more than 53,000 children, rising from an enrollment of 376,300 children in 1980 to an estimated enrollment of at least 430,149 in 1984. In fiscal year 1983, with no appropriation increase, we were successful in increasing the permanent enrollment base of children by more than 9,000 above the 1982 level. In fiscal year 1984, the permanent enrollment base is being increased by at least 36,800 children through the increased appropriation of $74 million that was allocated to expand the program.

Head Start legislation does mandate that not less than 10 percent of the total number of enrollment opportunities in the program be made available for handicapped children. We now serve about 43,700 handicapped children in full-year programs, which is about 12 percent of our total enrollment.

The impact of the Head Start program itself on preschool children has made a substantial contribution, we believe, in providing equal opportunities, particularly to minority children and children with special needs; 67 percent of Head Start's enrollment consists of black, Hispanic, Asian, and native American children; 12 percent of all children served, as I said, are professional diagnosed as handicapped, and 20 percent of all children enrolled are Hispanic, whose cultural and language characteristics call for special Head Start Program activities. And 3 percent of our children are from migrant farm worker communities.

Many Head Start Programs have been successful in making use of non-Head Start resources in their communities for the benefit of their children and families. For example, through a formal interagency agreement with ACTION, more than 600 [sic] foster grandparents and retired senior volunteers are assisting in the Head Start Programs, and an additional 3,200 youth volunteers are pro-

viding training to children and families. Parents, as you know, also volunteer a great deal in Head Start Programs. For every four children who are enrolled, at least three parents are providing volunteer services.

My office and the Administration for Children, Youth, and Families have initiated several steps in the past years to improve management of program functions, and to increase the quality of Head Start services. Specifically, our classroom size has been reduced, and the shorter, less effective summer-only programs have been converted to full-year programs. In addition to funds specifically provided in 1982 to selected programs to raise low staff salaries and reduce overcrowding by adding new classes, there has been a continuous effort to help Head Start Programs make more efficient use of their available funds through improved fiscal and program management initiatives, some of which I would like to briefly outline.

A management initiative to analyze costs and improve the efficiency of programs, which began in fiscal year 1983 [sic], will continue to produce savings in fiscal year 1985.

Grantees may use these savings for increased quality, or increasing enrollment. Based on 109 grantees participating in the initial year of this initiative, enrollment increased by nearly 800 children and $3.2 million was redirected to improve program quality, and to increase services to enrolled children.

During fiscal year 1985, there will also be continued emphasis on enrolling children with handicaps, including those with multiple or severe handicaps.

A number of demonstration and evaluation projects, begun this year, will be continued next year. These projects are intended to develop and to test strategies for increasing social and economic self-sufficiency among all of our Head Start families and communities.

Also continued will be a project to collect and assess data on the services provided by local Head Start projects. And in order to assure that local projects are equipped to deal with the special developmental needs of handicapped children, a network of resource access projects will be continued to provide training and technical assistance to local grantees, and we will also be adding an Indian access project this year, which will assist our Native American grantees and their children.

A variety of training and technical assistance activities will also be directed toward assisting local projects in meeting program performance standards in component areas, such as education, social services, parental involvement, and health services.

I would like to briefly bring you up to date, for a moment, on our Head Start expansion efforts for this current year. The Department has received 1,150 applications requesting additional funds to serve more children. Approximately 900 of these applications were received from current grantees, saying that 250 applications came from new organizations, or potentially new grantees.

The panel reviews by field reviewers have been completed. The Acting Commissioner of the ACYF is using the results of the panel reviews to develop funding plans which will serve as the basis for final negotiations by our regional offices with the prospective

grantees and for final decision. Actual funding of grantees will be completed in May 1984, so by the end of this month.

Mr. Chairman, I would also like to take this opportunity to comment on S. 2374, which is, as you said, now pending before your committee. This bill would extend the authorization of Head Start for 5 years for the low-income energy assistance program, for the community services block grant, and for the Head Start Program.

We strongly oppose this bill, in general, and in particular, we oppose the provisions of title III of S. 2374, related to the Head Start Program.

Briefly, we have problems with these aspects of title III of the bill:

We oppose requirements that fixed amounts of annual appropriations be allocated for training and technical assistance, because we believe that this would reduce our flexibility to meet changing T&T assistance needs. And we believe that, in the long run, including a specific dollar level for training and technical assistance could damage the program, in that, as a program matures, less technical assistance should be necessary. This requirement could have the effect of reducing funds available for serving additional children.

We oppose also mandating continued funding of existing Head Start grantees. Current and past interpretation of the requirement to give priority has been that this language is virtually binding unless there is a performance problem or management.

We have found that the most experienced and effective organizations for providing new services are likely to be current grantees. Attempts to protect a set of organizations with mandatory continued funding places the Head Start Program at a disadvantage in responding to specific circumstances where past performance leads us to believe that current grantees may not be the most effective applicant to provide services. We do not think that the interests of current grantees should be placed above the interests of Head Start children.

We prefer the 3 year reauthorization of the program contained in the administration proposal, rather than the 5 years contained in S. 2374, because we believe that 3 years is a reasonable time to assess program operations, and decide upon any necessary changes. We also oppose the excessive authorization levels which are being proposed.

We oppose the requirement that the Head Start Program be administered through the Department's Administration for Children, Youth and Families, because it unnecessarily restricts the Secretary's flexibility to manage the program in the most effective way. By giving ACYF the status of a statutory entity, this amendment would also affect the management of other children and youth programs, some of which are outside the jurisdiction of this committee.

We do not believe it is necessary to explicitly authorize provision of more than 1 year of Head Start services to an eligible child. While we currently give preference to 1 year services, in order to extent available resources to the maximum number of eligible children, we allow for more than 1 year in cases of special needs of individual children.

And finally, we oppose the provision that certain specific training and technical assistance projects be required components of the Head Start Program. This would unnecessarily restrict the program's ability to respond to changing needs of Head Start grantees.

In short, Mr. Chairman, we strongly support the administration proposal for reauthorization of the Head Start Program which you have introduced, and oppose the alternative contained in S. 2374.

I would like to, in closing, reaffirm our commitment, that of my office, and the Administration for Children, Youth and Families, to continue to provide high quality, efficient and responsive services to at least 430,000 Head Start children and their families this coming year.

I thank you for the opportunity to testify here today, and will be pleased to try and answer any questions you may have.

[The prepared statement of Ms. Hardy follows:]

STATEMENT

of

DORCAS R. HARDY

ASSISTANT SECRETARY FOR HUMAN

DEVELOPMENT SERVICES

Mr. Chairman, and Members of the Committee, I am pleased to have this opportunity to appear before you on behalf of the Administration to discuss reauthorization of the Head Start Act. We look forward to continuing to work with you on this important legislation.

The Head Start Act was originally authorized by Title V of the Economic Opportunity Act of 1964. Most recently, this legislation was extended through September 30, 1984 by the Omnibus Budget Reconciliation Act of 1981. The Administration strongly endorses the Head Start Act and proposes that the program be reauthorized for an additional three years (Fiscal Years 1985-87). The Administration draft bill includes authorization levels of $1,075,059,000 for Fiscal Year 1985, $1,104,036,000 for Fiscal Year 1986, and $1,128,313,000 for Fiscal Year 1987.

Our legislative proposal for Fiscal Year 1985-1987 was submitted to Congress on March 20, 1984. In addition to the simple three year extension, the draft bill is based on the assumption that funding for child nutrition will be transferred under current law from U.S. Department of Agriculture (USDA) to the Department of Health and Human Services. $80.4 million, our current estimate of reimbursements Head Start grantees would receive from USDA is included directly in the Head Start budget request as

well as in the proposed authorizations. The Administration's proposed authorization levels for Fiscal Years 1986 and 1987 include a full cost of living adjustment according to the food away from home index for the nutrition funds. This is the same index used for the current USDA program. This transfer will simplify program administration for Head Start grantees.

The primary purpose of the Head Start program is to provide comprehensive developmental services to improve the quality of life for low-income preschool children and their families. Specifically, the Head Start program seeks to foster the development of these children and enable them to benefit from a variety of learning experiences that help lay the ground work for success in elementary school. The Head Start program emphasizes cognitive and language skills, socioemotional, physical and mental development, and parent involvement to enable each child to develop and function at his or her highest potential.

Head Start services are provided through a nationwide network of more than 1,200 grantees serving more than 2,000 communities. The program employs approximately 80,825

persons in these communities, 29 percent of whom are parents of current or former Head Start children. There are nearly 550,000 volunteers participating in the program.

Head Start children receive comprehensive health services, including immunizations and physical and dental exams and treatment, and hot meals to help meet daily nutritional needs. The Head Start program also emphasizes significant involvement of the children's parents in their early childhood development.

Between 1980 and the end of 1984, the number of children served by Head Start will have increased by more than 53,000 children, rising from an enrollment of 376,300 children in 1980 to an estimated enrollment of 430,149 in 1984. In Fiscal Year 1983 with no appropriation increase, we were successful in increasing the permanent enrollment base by more than 9,000 above the 1982 level. In Fiscal Year 1984, the permanent enrollment base is being increased by 36,800 children through the use of $74,000,000 appropriated to expand the program.

Head Start legislation mandates that not less than ten percent of the total number of enrollment opportunities in Head Start programs in each State be made available for handicapped children. In response to this mandate, Head

Start now serves 43,700 handicapped children in full year programs, about twelve percent of the total enrollment. Of these, approximately twenty-seven percent have multiple handicaps. In addition, all Head Start parents with handicapped children received special services related to their children's handicaps, including special instructions for home practice and training activities.

The impact of the Head Start Program on preschool children of low-income families has made a substantial contribution in providing equal opportunities, particularly to minority children and children with special needs.

- Sixty-seven percent of Head Start's enrollment consists of Black, Hispanic, Asian and Native American children.

- Twelve percent of all children served are professionally diagnosed as handicapped.

- Twenty percent of all children enrolled are Hispanic, whose cultural and language characteristics call for special Head Start program activities.

- Three percent are from migrant farmworker families.

Head Start programs have been successful in making use of non-Head Start resources in their communities for the benefit of Head Start children and their families. For example, through a formal interagency agreement with ACTION, 60 Foster Grandparents and Retired Senior Volunteers are assisting in the Head Start programs and an additional 3200 youth volunteers are providing training to children and families in Head Start and day care programs. Parents also volunteer in Head Start programs. For every four children enrolled, at least three parents are providing volunteer services.

The Office of Human Development Services and the Administration for Children, Youth and Families have initiated several steps to improve management of program functions and to increase the quality of Head Start services. Specifically, classroom size has been reduced, and the shorter, less effective summer-only programs have been converted to full-year programs. In addition to funds specifically provided in Fiscal Year 1982 to selected programs to raise low staff salaries and reduce overcrowding

by adding new classes, there has been a continuous effort to help Head Start programs make more efficient use of available funds through improved fiscal and program management initiatives.

I would like to outline briefly for this Committee a few areas in which program initiatives will be undertaken during Fiscal Years 1984-85.

- o A management initiative to analyze costs and improve the efficiency of programs, which became operational in Fiscal Year 1984, will continue to produce savings in Fiscal Year 1985. Grantees may use these savings for increasing quality or increasing enrollment. Based on 109 grantees participating in the initial year of this initiative, enrollment increased by 792 children and $3.2 million was redirected to improve program quality and to increase services to enrolled children.

- o In Fiscal Year 1985, there will be continued emphasis on enrolling children with handicaps, including those with severe or multiple handicaps.

- A number of demonstration and evalution projects, begun in Fiscal Year 1984, will be continued in Fiscal Year 1985. These projects are intended to develop and test strategies for increasing social and economic self-sufficiency among families and communities served by Head Start and strategies for improving the efficiency and effectiveness of Head Start services. The ultimate goal of this effort is to develop and transfer effective technologies to the local Head Start and child care communities.

- Also continued will be a project to collect and assess data on the services provided by local Head Start projects. These data enable local and Federal managers to identify areas where performance improvements are needed and to report to Congress on the delivery of services.

- In order to assure that local projects are equipped to deal with the special developmental needs of handicapped children, a network of Resource Access Projects (RAPs) will continue to provide special training and technical assistance to the local

grantees. We will add an Indian RAP this year which will assist all grantees to increase and improve services to Indian children and their families in Head Start programs.

- A variety of training and technical assistance activities will be directed toward assisting local projects in meeting program performance standards in component areas such as education, social services, parent involvement, and health services. Services will be delivered in part through a network of training and technical assistance providers representative of and accountable to local Head Start projects and in part through direct funding of local programs to allow them to purchase the training and technical assistance directly.

In addition, Head Start will explore ways to further involve State governments in continuing the gains made by Head Start children as they enter public school systems.

I would like to bring you up to date on our Head Start expansion efforts for Fiscal Years 1984-85. The Department

has received approximately 1,150 applications requesting additional funds to serve more children. Approximately 900 applications were received from current grantees, and 250 applications from organizations that are not current grantees. The panel reviews by field reviewers have been completed. The Acting Commissioner of the Administration for Children, Youth and Families (ACYF) is using the results of the panel reviews to develop funding plans which will serve as the basis for final negotiations by the Regional Offices with prospective grantees and for final decision making by the Acting Commissioner. Actual funding of grantees will be completed in May 1984.

Mr. Chairman, I would like to comment on the Head Start provisions in S. 2374, now pending before your committee. This bill would extend the authorization for five years for the low-income energy assistance program, for the community services block grant, and for the Head Start program. The Department strongly opposes this bill including the provisions of Title III of S. 2374, related to the Head Start program.

Briefly, we have problems with these aspects of Title III of the bill:

- We oppose requirements that fixed amounts of annual appropriations be allocated for training and technical assistance, because this would reduce our flexibility to meet changing training and technical assistance needs. We believe that, in the long run, including a specific dollar level for training and technical assistance could damage the program in that, as a program matures, less technical assistance will be neccessary. This requirement could have the effect of reducing funds available for serving additional children.

- We oppose mandating continued funding of existing Head Start grantees. Current and past interpretation of the requirement to "give priority" has been that this language is virtually binding unless there is a problem of performance or management. We have found that the most experienced and effective organizations for providing new services are likely to be current grantees. Attempts to protect a set of organizations with mandatory continued funding places the Head Start program at a disadvantage in responding to specific circumstances where past

performance leads us to believe current grantees may not be the most effecive applicant to provide services. We do not think that the interests of current grantees should be placed above the interests of Head Start children.

- We prefer the three year reauthorization of the program contained in the Administration proposal rather than the five years contained in S. 2374 because we believe three years is a reasonable time to assess program operations and decide upon necessary changes. We also oppose the excessive authorization levels proposed.

- We oppose the requirement that the Head Start program be administered through the Department's Administration for Children, Youth and Families, (ACYF) because it unnecessarily restricts the Secretary's flexibility to manage the program in the most effective way. By giving ACYF the status of a statutory entity, this amendment would also affect the management of other children and youth programs, some of which are outside the jurisdiction of this committee.

- We do not believe it is necessary to explicitly authorize provision of more than one year of Head Start services to an eligible child. While we currently give preference to one-year services, in order to extend available resources to the maximum number of eligible children, we allow for more than one year in cases of special needs of individual children.

- We oppose the provision that certain specific training and technical assistance projects be required components of the Head Start program. This would unnecessarily restrict the program's ability to respond to changing needs of Head Start grantees.

In short, Mr. Chairman, we strongly support the Administration proposal for reauthorization of the Head Start program which you have introduced and oppose the alternative version contained in S. 2374.

Mr. Chairman, in closing I would like to reaffirm to you and the other Members of the Committee, the commitment of the Office of Human Development Services and the Administration for Children, Youth and Families to continue providing high quality, efficient and responsive services to at least 430,000 Head Start children and their families.

I thank you for the opportunity to testify today before this Committee, and will be pleased to answer any questions that you might have.

Senator DENTON. Thank you very much, Ms. Hardy.

I consider that analytical analysis of the relative merits of the two bills now being considered to be very authoritative, and in my opinion, valid commentary. I think some of your observations are highly significant in terms of the complaint made by Dr. Thomas Sowell, Ph.D., out of Stanford University, a black gentleman, whom I have quoted on many occasions. I would hate to see Head Start, through rules, to which you have taken exception here, proposed in one of the bills, fall under the flaw which he characterizes in this quotation;

"If one-third of the money normally appropriated to serve the poor were to reach the poor, we would have no one left in poverty."

I feel nothing but admiration for those who are involved with the Head Start Program, but I served 34 years in the U.S. Navy, and although I felt the same way toward those people with more personal closeness to what we were doing, more proximity to their willingness, and in some cases, their actual sacrifice of life for country, and daily and nightly risks of life, we had bureaucratic tendencies, which resulted in inefficiency. We had congressional rules imposed upon the Navy, which rendered them tempted to perform certain administrative procedures, which were not in the interest of economy and efficiency.

I would hate to see Head Start drift in that direction. I believe that observation is relevant with respect to the two bills, and I hope that that sort of thought is applied as we look at the relative merits of the provisions of the two bills.

Ms. Hardy, does the Department have any plans to move Head Start out of the Administration for Children, Youth, and Families? You expressed that you had some reservations about that.

Ms. HARDY. We have no plans, Senator, to move Head Start out of the Administration for Children, Youth, and Families, the ACYF area. This was recommended by the Grace Commission report, but at this point in time we have decided not to implement that portion of the recommendations.

Senator DENTON. Some of these questions have been covered, at least partially, in your testimony, but I want to separate out and emphasize some of the points, through the use of questions and answers.

Under current law and regulations, is it permissible for youngsters to receive Head Start services for more than 1 year?

Ms. HARDY. The Head Start children can receive services for more than 1 year, but we have emphasized that they do—that we do give preference to just 1 year services. We have about a quarter of our children who are in their second or third year of Head Start.

We have looked at the whole program, and had we served, as we look back on it, had we served perhaps last year, as we look at the whole number of children, more than we did in a 1-year period, in other words, had more to say in 2 or 3 years, we would have had a decrease of 100,000 children being able to be served.

So, we feel that we would like to, as much as possible, have a 1 year services for children. But as I said, a quarter of them serve, or have served longer than that.

Senator DENTON. It would seem that the advantage to serving a child, and perhaps the parents, for 1 year, would outweigh a decision to serve fewer children for more than 1 year. Do you agree with that?

Ms. HARDY. Yes, yes, Mr. Chairman.

Senator DENTON. Are there any plans, or have any proposals been advanced in the last 3 years, to alter the performance standards under which Head Start grantees operate?

Ms. HARDY. No; we have no plans to change the Head Start performance standards, the regulations that govern those Head Start performance standards. We had considered, in the past, various changes, which would have simplified those standards, but we, after considerable discussion with grantees in the Head Start communities, we decided not to propose any changes in the regulations as they currently stand.

Senator DENTON. Would you elaborate on what functions are included under the titles "Training and technical assistance"?

Ms. HARDY. Training is an educational activity for our Head Start grantees, and our individuals who participate in the program, and it is about a $6 million part of that line item that we call training and technical assistance.

Technical assistance is generally looked at as a more problem solving event, it utilizes the services of an expert, generally through some kind of contractual arrangement. We have used T&TA, as we call them, funds over the years to provide effective, better services to Head Start children and their families. They are provided to staff, and to parents, to enable them to enhance their skills and their knowledge.

We anticipate in the future that we will still be retaining that commitment very much to training, in terms of dollars, 6 million, and also believing that we should be providing that consistent training for new or old grantees.

The technical assistance part is more of the one under discussion, and that we have looked at that, and felt strongly that since the program has considerably matured, and we have many grantees who have been in Head Start for as much as 18 years, since the beginning of the program, that there should be less of a need for nationally oriented technical assistance.

Ms. BIGGS. Mr. Chairman, I would also like to state that having been involved in training and technical assistance for about 16——

Senator DENTON. Would you point that microphone more toward yourself?

Ms. BIGGS. Having been involved in the training and technical assistance activities for about 16 years, that we always see at least a $6 million base there for training, but in analyzing the overall activity of training, that there are many more dollars used for training, and, therefore, we see here in the headquarters, as well as working with our regional offices, that there is the opportunity, because technical assistance has been decreasing over the years, that there is now an opportunity to decrease that particular aspect in our budget.

Fewer grantees are calling upon providers for specific technical assistance activities.

Thank you.

Senator DENTON. I think the point has been well established, and I understand it. I hope others do.

I understand that part of your technical assistance money is used to fund the child development associate training program. Could you describe how that program operates, and how CDA credentials are issued?

Ms. HARDY. The child development associate training program really has two parts. It has the training piece, and it has the credential piece. So as an individual who is active in the child care fields, you will receive training at some kind of location, and then you would be credentialed, or receive your actual—your CDA certificate, because someone came on site and watched you in action, and credentialed you. So it has two pieces to it.

What we are looking at at this time, we have continued to fund the Bank Street College of Education and the CDA National Credential Commission for $2½ million, and that will go through the end of 1985, the third year will be the end of 1985, and during this period of funding them for 3 years we are trying to look at ways we can plan and implement the transfer of control over that credential process to the field.

We expect the Bank Street College and the Credential Commission will come up with ways to meet their commitment, and accomplish the institutionalization of the credential in the field during this period, this 3-year period.

We are planning to involve ideas in looking at suggestions as to how best we can do that, and we anticipate still that we will have the training portion of the CDA, will be available to the Head Start community.

There are also, the CDA degree has been recognized in nearly 30 States, I believe it is 28 States now, and it does contribute, having that credential, does contribute to the professionalism of the individual who has that qualification, and there is a lot of confidence in the field for that CDA.

The question that arises as to how best do we institutionalize this with individuals in the field. And we are continuing to look at that. The individuals, I think there is over 10,000, about 10,500 individuals throughout the country who receive CDA. They are certainly broader based than just Head Start. They are in all child care, day care areas. The child care providers.

So we think it has provided a benefit to the workers themselves, in terms of participating in, in our case, in Head Start. They function, they improve their functioning in the classroom, and it does provide, as we have seen over the years, a real career ladder in terms of moving through the Head Start system. But we are concerned about how to institutionalize this in the field, still continue the training, but have the credentialing portion be perhaps more owned by those who are credentialed, and not necessarily——

Senator DENTON. The last sentence, again?

Ms. HARDY. Have the credentialing portion be owned by ownership, instead of institutionalization in the field, and not by us.

So the training portion, we are very committed to. We are looking at how best to do this credentialing.

Senator DENTON. Do I understand that without—in some cases, without formal child-development associate training, in terms of a

curriculum, you might be able to, by virtue of incremental experience, develop the requirements for the degree and perhaps have it awarded that way?

Did I hear that implication, in part, of what you said?

Ms. HARDY. That could be something that we will be looking at. We are looking also to the Bank Street College, who has the current contract, to give us some ideas in this file, as well.

Lucy has been very much involved in this.

Ms. BIGGS. Certainly, my experience with that part is that we have always included the developmental experience of the individual, as they work with these children, and I have never seen that anyone is considered to be competent unless they have gone through an experiential process and been assessed on their experiences.

So, yes, that should be a part of it, and we intend to look at ways to recognize that experience to a much greater degree.

Senator DENTON. What other education and training options are available now to Head Start employees that may not have been previously available?

Ms. HARDY. There are a variety of workshops and seminars throughout the Head Start Program.

Head Start staff can also participate in—beyond the CDA training, with local college credits, local community college, further early childhood-development credits. Grantees, as we go into next year, as we go into fiscal year 1985, it will be—most of them will be direct funded, instead of going through an intermediary, to decide how they best want to spend their training and technical assistance dollars. So that they can make those choices at the local level.

We think the grantees know much better as to what they need than we do, in either Washington or regional offices.

Ms. BIGGS. May I add also that our grantees have become very sophisticated, very knowledgeable of training, of educational activities, opportunities in their communities. They have done an outstanding job in linking themselves to colleges, universities, community colleges, training entitities, and have used continuing education activities in a comprehensive way, not just with the teaching staff, but also with the administrative staff, social services, health staff, et cetera. So there is a comprehensive training program in each of our grantees.

Senator DENTON. The 1981 law requires the Department to give priority in the awarding of Head Start grants to existing Head Start agencies.

In 1984, appropriations for Head Start increased, and the funds were used to expand the program to serve more children. The Department announced an open competition for the funds, with certain preferences built in for current grantees.

I am interested in the explicit reference you made in your statement to the almost binding character of the words "give priority" in the award of Head Start funds to existing Head Start grantees and the effect on this language on the open competition for expansion funds. I am interested in the flexibility the Department of Health and Human Services has to fund new grantees in the open competition given rather restrictive and mandated language to give priority to existing agencies.

I do not have any prejudice in the matter one way or another, but I would like your comment the point in general.

I would like to know what percentage of the existing grantees were refunded over the last 3 years, what types of agencies receive these funds, what types of agencies have applied, and what the prospect is for the future. What the practice has been in the past, in the terms I just discussed.

Ms. HARDY. Mr. Chairman, we can supply a lot more of the details of that to you for the record, in terms of the numbers, but in general terms we have, as the law requires, given priority in awarding Head Start grants to existing Head Start agencies during 1982, 1982, and 1983, when we were level funding, we were looking at refunding, unless there was a problem, each grantee, for each year.

When we went into the expansion mode this year, we had almost 1,200—well, over 1,100 applications, and of those, 900 were current grantees. And the 250 new grantees, we certainly welcomed them, and we were very clear in the announcements, that we wanted to extend this beyond current grantees, but the current grantees still were given priority in the point system, and in the scoring system.

We estimate, as we get to the end of the decisionmaking, for the new funds, the $74 million, that approximately 90 percent of the applicants that will be receiving Head Start funds will be current grantees.

The preference was necessary only in those instances where you had a grantee, shall I say an old grantee, competing with a potential new grantee in that same community.

Also, many of these new grantees who applied, these 250, are what we call delegate agencies, in other words, they provide Head Start services currently, but they may not be the one who receives the first check from the Federal Government. They have an intermediate grantee as an intermediary.

We think that the system as it operated for expansion has gone quite well, we are pleased that we had several new, as we call them, new potential grantees coming in, and to look at ways that they can expand Head Start in their communities, or add it to new communities, and we felt this was a real opportunity.

We had pretty much looked at the Head Start family, though, across the years as being pretty much the same grantees. We have obviously had some problems, once in a while, and needed to defund grantees in a certain community, but we think that, in essence, we have good performing grantees, and they are doing the best job that they can, and we have continued to provide them assistance in that area.

Senator DENTON. Regarding the examples of a few problems which crop up in any program, how many Head Start grantees have you defunded in the past 3 years for poor performance, fraud, or some other consideration? And, how many others have been threatened with defunding, if performance did not improve? And what do you do to help a grantee improve its performance, after it has been warned?

Mr. MURPHY. Mr. Chairman.

Senator DENTON. Yes, Mr. Murphy.

Mr. MURPHY. We have defunded approximately nine grantees in the last 3 years. A larger number of grantees have decided to relinquish the program because of deficiencies that we have discovered in those programs. About 30 programs have decided to give up the program on their own.

The issues are around fiscal issues, the inability of the programs to accept the policies and procedures as outlined in the Head Start performance standard, have been some of the reasons for defunding, or grantees deciding to give up the program.

We have a very extensive system, by which we assist the grantees. We bring the deficiencies to their attention, we give them an opportunity to correct those deficiencies. If some of those deficiencies are a result of not enough money, or lack of funds in the budget, we work with that grantee to get those funds in the budget. Once we do that, if the problem is corrected, we go on and operate the program. If the problems persist, we then either deny refunding, or terminate the program at that point.

Senator DENTON. Perhaps you, Mr. Murphy, are the best one to answer the following series of questions, and I appreciate the clarity of your last answer.

There is a draft report prepared by the HHS Inspector General, in the Head Start program, and as is usual, the Inspector General finds some areas which might be labeled troubling conclusions.

I would like to ask some questions about the report. I do not stick you with the onus of having to respond; Ms. Hardy can certainly respond as well.

I want to emphasize that this report is still in draft form, and may be revised, but it does give us some clues about possible problems, and their resolution.

The draft report found that on a month-to-month basis the programs studied were underenrolled more than half the time. Furthermore, it found more than half the programs studied did not maintain the required minimum average daily attendance rate of 85 percent of their funded slots. One-quarter of the programs had attendance rates below 80 percent of funded enrollment, and the Inspector General concluded that 13,500 more children could be served at no additional cost, if grantees actually complied with current regulations.

It is certainly true that this Senator would be reluctant to authorize more funding for Head Start, that is, additional funding, until being assured that the money already appropriated is being spent effectively.

I would like your comments, any of your comments on that, the underenrollment more than half the time, not maintaining the required minimum average attendance rate of 85 percent of the funded slots, one-quarter of the program with attendance below 80 percent of funded enrollment, and the conclusion that 13,500 more children could be served at no additional cost, if the regulations were complied with.

Ms. [illegible]DY. Mr. Chairman, I would like to supply some of those answers for the record, because we are continuing to work with the Inspector General.

We have asked for both of these reports, another one is on the Indian migrant program, and felt that both of them, although they

are drafts, and are continuing to work with them, they are quite constructive.

We are concerned very much in terms of enrollment and attendance, and share your concerns, as well, about trying to have our dollars well spent.

We believe that the enrollment and attendance kinds of issues are really tough ones, and where do you count, and how do you count, and I think we are going to be able to come up with some suggestions in working with the grantees, as to how to really insure that things are accounted correctly, and we have the children actually in class, and not just on the books.

We also need to look at the whole, when we count, we count at the end of the year, and then was that a child who should have been there all year, is that someone who just left early, and did not have 3 months of school, or 2 months of Head Start. So those are some of the questions we are looking at.

We think that as we work with the IG, that we can come up with some pretty good ways to solve this.

One of them is obviously how much time we spend with the grantees, and that is a concern, as we look at all of our programs. We do choose a third of our grantees that we work with each year, and we feel that that is a pretty good number.

We have perhaps concentrated on the past years far more on program quality, and class ratios, and the kind of things that inure more to the quality of the program, the quality of a child-development situation itself, and we are going to have to expand some of our—when we do the monitoring of our program, to include some of the issues that the IG has raised.

We have not yet resolved exactly where we agree, and where we have concerns that the IG may not be quite on target, but we think that we are on a good footing, and that we have got some problems here, and that we can solve them.

Senator DENTON. Well, do you have any fact that it seems to be crystalizing out as predominant, as a cause for underenrollment, or slack attendance?

Ms. HARDY. I would say that it is the way in which the attendance records are kept, and the—one of the things that I remember from the briefing, was that we—let us see, count as attending, excused absences, and that is of concern to us, and if a child may not be physically on site, but has been excused, well——

Senator DENTON. That should not be held against the program.

Ms. HARDY. Maybe we should be looking at that as absent, and not as attending.

Senator DENTON. Oh, you look at it as attending now?

Ms. HARDY. Right.

Senator DENTON. The report mentions that deficient reporting and monitoring by the grantees of enrollment in attendance, and it does raise the question about the quality of monitoring of the Head Start grantees.

As I understand it, much of the monitoring is based upon self-assessment, done by the grantees, in reported HHS, supplemented by audits, and occasional site visits, and you mentioned contacts with the grantees as a factor.

If the enrollment and attendance data are inaccurate, how can we be sure that the reporting in other areas is accurate, and that Head Start funds are well spent?

What else can the Department do to insure that grantees are performing at the level expected of them?

Mr. MURPHY. Mr. Chairman, I would like to speak to that question, and to say that in the Assistant Secretary's initial discussion she talked about cost-analysis effort that we have in place, and that has been in place for the last couple of years.

We have the onsite visits that we make to the local programs, the one-third visits. We have a program inspection report, which they send documents out to all grantees, previously twice a year, now annually, we have that report, and a number of other visits to local grantees.

We are able now to put that information together, and come up with a realistic picture of a grantee's performance, and we are using that information, grantee by grantee, to make decisions.

The Inspector General's report helped us to highlight some issues that we should focus in, when we look at a particular grantee. So we will use that report, along with other information we have, which talks about general deficiencies, and some cases strengths in the Head Start program, to focus our attention.

The savings that we derive from programs that are not following our policies, or that may in fact may not be using all the resources that we have in those projects, we will be able to move those around, and correct deficiencies in other programs, and provide additional services to children in those communities.

Senator DENTON. That is a very forthcoming response. It is possible that you will find then, as a result of the assistance to you of the IG report, some Head Start grantees that are not doing as well as you would like, and might not be as good as others who are applying, which brings us back to the significance of the pactice of giving priority to the degree that we might now do.

I would be very interested in your feelings, Mr. Murphy, as to how we can handle—because I believe we must address it, the relatively restrictive practice of not having the real relativity of performance as major factor in who is awarded a grant.

If that is indeed the case, and it seems it might be, by virtue of what the practice has been, what should the practice be in the future, particularly in view of your improvement and analysis that should be forthcoming.

Mr. MURPHY. Mr. Chairman, I would like to speak to that question in relationship to our previous effort on expansion. Of 900 existing grantees that apply for expansion efforts, we had, of the 250 new grantees, a number of grantees applying for the same communities where existing grantees applied.

What we found in that effort were new grantees offering different types of delivery systems that might be more effective in that community, and effective in terms of performance, and effective in terms of cost.

A number of our grantees, while they serve cities, at this time may not serve certain catchment areas or communities in those particular areas. The new grantees that are applying are in the same community of existing Head Start programs, have been able

to carve out a section of the city, a section of the county, or going to new counties, and offer the same performance standards, but different, in terms of the delivery systems, and in terms of their cost-effectiveness.

The law allowed us to give priorities to existing grantees and when we had new grantees applying in communities where existing grantees existed, we gave them priority, and they in fact won that award. That was not a problem in this last experience.

The law also says that the Secretary will give priority when the Head Start program meets the performance standards as described in the legislation. We have now files on those programs, we have performance records, and we are able to use that to make judgments.

We do not make judgments on the color of the tie of the program, but more or less on the effectiveness of that program, and it worked well in this last effort.

Senator DENTON. Thank you. That is a very helpful statement.

Concern has been raised about the use of Head Start research and demonstration funds in the Department's consolidated discretionary account.

Could you describe how these Head Start funds have been used, and the benefits of including them in a consolidated account?

Ms. HARDY. The coordinated discretionary program that we have in HDS has all of our administrations participating, if the program is what we call a cross cutting human services oriented program.

One of the examples where some Head Start money, and some dollars from other parts of the organization have been very helpful has been in a management information system. As you know, we want all of our social service programs to come to the 20th century in terms of management, and in terms of computerization, whatever.

So we have had a project, one example that has been brought to my attention, was out in the south of San Francisco, that had to do with the management information system, whereas we put a few dollars from Head Start and a few dollars from other resources thoughout our—my Agency, we were able to fund the project for about $200,000, rather than funding two separate projects for about $400,000.

So we have been able to—those funds are separately identified as those grantees report to us, and we feel that they have been used very positively.

There is some other examples that we can provide for the record, that have to do with voluntarism, private sector initiatives, and generally improvements in terms of technology.

We also were able to use some technology, and some management information, cutting edge kinds of data, and use of microcomputers from the aging field, and to transfer these over to Head Start.

So that kind of sharing of resources since, we feel, has been very positive, and everyone has gained.

Senator DENTON. Many Head Start grantees are community action agencies.

Do these grantees have lower administrative costs than other Head Start grantees?

Mr. MURPHY. Senator, we are in the process now of—through our cost analysis, and a number of other efforts, to do a much more thorough review of that.

At the present time our programs that are run by community action agencies, have higher administrative costs, and indirect costs, than programs that are limited purpose agencies, yes.

Senator DENTON. I hope you will continue to—or begin to keep us advised in those terms, because that is what Dr. Sowele is talking about. We need to keep a close watch on program costs. If we do not supervise Head Start in that respect, this program will deteriorate the way others have.

Generally, I have the highest regard for this program, and I think it is one of the most popular and the most useful in the United States.

Thank you, Ms. Hardy, and I thank your associates, and I would ask the next panel to come forward.

We may be submitting you all written questions, and ask that you respond within 30 days.

Ms. HARDY. Thank you, Mr. Chairman.

Senator DENTON. We now have our next panel. We would appreciate the witnesses confining their opening statements to no more than 10 minutes, in the interest of time. The entire opening statement will be included in the record, without objection, in each case.

We have now Mrs. Sarah Greene, the president of the National Head Start Association.

We also have Mrs. Frankie King, and Dr. Dean Belnap, the latter two from Auburn, AL, and Utah Board of Education, respectively. So there is a lot of expertise involved on this panel.

Will you commence, Mrs. Greene?

STATEMENTS OF SARAH GREENE, PRESIDENT, NATIONAL HEAD START PROGRAM AND FRANKIE BRUNDAGE KING, PAST HEAD START PARENT, AND PARENT INVOLVEMENT COORDINATOR, ALABAMA COUNCIL ON HUMAN RELATIONS, LEE COUNTY HEAD START, AUBURN, AL, AND DR. W. DEAN BELNAP, PEDIATRICIAN AND CHILD PSYCHIATRIST, FORMER CHAIRMAN OF UTAH STATE BOARD OF EDUCATION, BOUNTIFUL, UT

Mrs. GREENE. Thank you.

Good morning, Mr. Chairman.

I am Sarah Greene, president of the National Head Start Association. We appreciate the opportunity to testify today on the reauthorization of Head Start.

Last year, nearly 415,000 young children and their families received comprehensive services in the areas of child development, health, nutrition, parent involvement, and other services.

Mr. Chairman, your support of Head Start in 1981 facilitated the reauthorization of our program. The Head Start community is grateful to you for your leadership in providing better lives and futures for the children and families we serve.

We would like to share with you today our concern about a continuous chipping away at Head Start's ability to deliver quality and effective services. Although Head Start has received funding increases over the past several years, the National Head Start As-

sociation has witnessed a series of debilitating changes either recommended by or put in place by the administration that tear away at the very fabric of Head Start.

We came before Congress 2 years ago to express alarm about an attempt to streamline Head Start's regulations and dilute its highly effective performance standards. Only after 4,000 comments were received addressing the proposed changes did the Department of Health and Human Services pull back on these recommendations. However, we fear that many of them are being quietly put in place regardless of the absence of regulatory change.

An attempt to slash training and technical assistance funds by 50 percent. Training and technical assistance funds are vital to us. We are a program heavily dependent on parental involvement. Since 1965, Head Start has provided jobs for more than 415,000 Head Start parents and community residents. In 1982 alone, almost 30 percent of Head Start staff were parents of current or former Head Start students. For every 15 children in Head Start, 10 parents volunteer services to the program.

The elimination of Federal funds for the child development association program—which assesses workers in Head Start Programs and provides them with professional credentials in child care. To ensure high-quality programs, more than 50 percent of the States have incorporated CDA as part of their State-licensing requirements for staff in child-care centers; 89 percent of Head Start Programs use CDA a part of their career-development plan for staff; 65 percent use CDA to involve parents in the educational component of the Head Start Program. Because of the cuts in the CDA Program, candidates have faced increases in fees from $35 to $250 in order to be certified.

The elimination of a national contract for Head Start's health training, technical assistance, and monitoring, with no identifiable replacement of this important support service.

A reduction in the level and the amount of monitoring of Head Start's grantees.

A reduction in the requirement for self-monitoring [AVI] for Head Start grantees converting the mandatory self-assessment tool into an optional process.

We are most dismayed by the changes in Head Start grantmaking process. After almost 20 years of successful service delivery, a new system of awarding grants was put in place without allowing the Head Start community formal opportunity to comment on the criteria for the award of grants. After both the House and Senate Appropriations Committees instructed the Department to schedule a comment period, and 20 Members of Congress wrote to Secretary Heckler, the Department finally scheduled a brief comment period. Most of the 1,700 comments that were received made similar recommendations. The Department, however, did not make one single change in the criteria for the grantmaking process.

These criteria include troubling changes in the direction of Head Start. Programs which serve children for 1 year are normally scored higher than programs which serve children for 2 years. This is counter to the mission of Head Start, which is to help the neediest children. We work with families who have many problems. Their children, and handicapped children, often need sustained

services to take away a significant benefit from the Head Start experience. Programs which are the least costly automatically receive a large percentage of points not considering that rural and urban programs often have out of necessity higher costs, as do those who serve handicapped children.

The criteria asked for innovative programs. Head Start has innovated for 15 years, and successfully so. We reach not only children but also their families. Research supports the association's and the child-development communities convictions that Head Start works. Core Head Start funds are not necessary for innovation. The Department has discretionary money available to test new models, which it has used successfully in the past. Home Start, and parent, and child centers were both started with these funds.

Suggestions continue to surface on how to whittle away at the comprehensive nature of Head Start, and serve more with less, including a significant change that is being discussed involving the delivery of Head Start's health services.

Finally, we ask why for the second year in a row the administration is asking to move Head Start's food moneys out of the child-care food program. This would be very harmful to Head Start children for two reasons. Child-care food funds are indexed each year to meet rising food costs. They are also openended. Head Start would not only be denied the automatic increases in food costs, but also the ability to use CCFP funds to feed new children entering the program.

There is a close monitoring of nutritional moneys, and nutritional programs, as it stands now, in Head Start with the USDA system. The moneys are designated specifically for nutrition.

Why these changes? Project Head Start began in 1965 as an innovative Federal response to the developmental, social, health, nutritional, and other comprehensive service needs of low-income, disadvantaged children and their families. From the beginning, Head Start has focused on involving the parents and communities as a whole in addressing and solving these problems. Since its inception, Head Start has been the subject of hundreds of studies, papers, articles, and books, and the overwhelming consensus of these materials, simply stated, is "Head Start works and works well."

In 1981, Mr. Chairman, John Reese, the then NHSA president, testified before the House Education Labor Committee and shared the very positive findings of a review of Head Start research since 1969 which was compiled by the George Washington University in 1975.

Today, Mr. Chairman, I am proud to report the equally positive findings of a more recent and comprehensive study, the Head Start evaluation, synthesis, and utilization project, conducted by CSR, incorporated under a contract from the Department of Health and Human Services. The synthesis report focuses on Head Start results and findings from 1970 through 1983, and examines Head Start's effectiveness with the cognitive, emotional, and social development of the children and program's impact on child health, parent involvement, and the various communities where Head Start operates.

Head Start children score better on standardized tests; achieve more in school, and are less likely to fail a grade, drop out, or re-

quire special education classes; and are more likely to receive adequate medical care, and to be of normal height and weight, with fewer absences from school due to illness, and better performance on physical tests. The program's benefits are largest for those children most in need of help—those whose mothers have less than an 11th grade education, and those who come to the program with the lowest intelligence test scores.

Head Start has become more effective over the years because of its continued investment in program changes to improve the quality of services. The impact of Head Start on children's intellectual development was roughly twice as great after 1970 as it was in 1969 and earlier. In the 1970's, key program changes were instituted. These included the conversion from summer to full-year programs, the creation of Head Start performance standards to ensure quality, the creation of the child-development associate staff training program, and an increased emphasis on parent involvement.

We appreciate your support for Head Start's reauthorization, and the introduction of S. 2565. However, we urge you to also support the provisions included in S. 2374 because this bill strengthens the ability of Head Start to continue to deliver high quality, cost-effective services to children.

Head Start currently serves 415,000 children, only 18 percent of eligible children, at a cost of slightly less than $1 billion; 1,000 counties do not have a Head Start Program. In fiscal year 1985, $1.2 billion would enable 60,000 additional children to be able to benefit from a headstart experience in fiscal year 1985. This is a modest goal given the proven benefits of Head Start.

The program is reauthorized for 5 years in S. 2374.

Senator DENTON. Excuse me, could I ask you to summarize, because we will be asking questions that will intentionally bring out the rest of your statement, and we will include your statement in the record?

We have many witnesses, and in the interest of fairness, we must apportion the time equally.

Mrs. GREENE. Thank you, I will do that.

Just to talk a little bit about training and technical assistance, which is so vital to our program, and is so dependent upon volunteers and parents, we know that are hired into this program, and then become staff. They are also key in a field marked by low wages and staff turnover.

The child development associate, and credentialing program has been adopted in 28 States' licensing requirement. It is a significant incentive for child-care providers to strive to gain additional training and improve their abilities as caretakers. If Federal funds do not support the CDA, the alternative is to raise the cost of credentialing for Head Start staff.

Given the extremly low wages of child-care providers, this option would defer most candidates from seeking their credentials.

In closing, much of Head Start's success can be credited to the set of requirements that each local program must meet. These are encompassed in the performance standards. The section on performance standards is strengthened by changing the language to state that:

any revisions in such standards shall not result in the elimination of, nor any reduction in the scope of types of health, education, parent involvement, social or other services required to be provided under the standards in effect on November 2, 1978.

We thank you for the opportunity to testify today, and again for your commitment to a strong and viable Head Start Program.

Since time is so short, we hope that immediately after this hearing, the committee will schedule a markup of a Head Start bill. We urge you to support a reauthorization bill which encompasses the very provisions included in S. 2374, because we believe that it will ensure that Head Start continues as it has so successfully done in its almost 20-year history of improving the opportunities of our neediest children and families.

Thank you.

Senator DENTON. Thank you, Mrs. Greene. You have expressed yourself very articulately.

I note that you have a number of differences with Ms. Hardy respecting the administration's actions and intentions in specific terms, so I appreciate your bringing your concerns before this committee this morning.

It is a particular pleasure for me to introduce our next witness. Mrs. Frankie King of Auburn, AL, has for many years been involved in the Head Start Program with her children.

Today she is parent involvement coordinator, Alabama Council on Human Relations, Lee County Head Start, in Auburn, AL.

Welcome to Washington, Mrs. King. I look forward to your testimony, and I have read some of it, and realize how much Head Start has meant to you and your family, and I would be pleased to hear you share that with everyone here.

Mrs. KING. Thank you very much, Mr. Chairman, for allowing me to address the U.S. Senate Subcommittee on Family and Human Services.

Senator DENTON. Would you put the microphone more directly in front of you.

Mrs. KING. I am Frankie King, past Head Start parent, and parent involvement coordinator for ACHR/Lee County Head Start in Auburn, AL. It is an honor to be given this opportunity to speak.

I will begin my remarks with a brief history of my personal involvement with Head Start—how it has influenced my life and that of my children, who attended Head Start. I will also talk about how families are involved in Head Start.

I cried the day my mama told me she was having a baby. I did not cry because I was jealous, or afraid for her. I cried because I knew I would have to quit school and take care of the baby. That was the way it was in the 1950's. Mom and dad both worked, and the eldest child stayed home and watched the children. There was not a Head Start back then.

So I quit school, and stayed home to watch the children, and then, almost before I knew it, I was a bride and a mother at 16. By the time I was 26, I had six children, five boys and one girl. It was about this time that my father's remarks about education began to haunt me.

One night at a PTA meeting, the Alabama Council on Human Relations was there talking about education courses they were offering. I worked with them to set up an adult education class so I

could get my GED. Eighteen months later I received my GED certificate. Nine years later, at the age of 37, I received my college degree. Things were hard during those 9 years, but with the help of Head Start I got through them.

The Alabama Council on Human Relations began full time sponsorship of the Head Start Program in Lee County in 1966, and a few years later they became involved with supplementary training, a college based work study training component. I used this grant to complete my first 2 years of college. I worked all day and attended classes three evenings a week at Tuskegee Institute.

After the first 2 years of college, with Head Start's backing, I received a leave of absence from my Head Start job and took a position at Auburn University. I worked as a coordinator of community consultants in a special program called Triple T, "Teachers Who Teach Teacher." The program's purpose was to redefine Auburn teachers' education to make it more responsive to the needs of the community.

After this I returned to Head Start and became the parent involvement coordinator, but I still had not finished college; and I really wanted to do so. People said to me, "Why. You have got a good job, your children, and a good husband, why waste time getting a degree." I could not explain my feelings to many people, but the people at Head Start understood.

There were two things I had to do that was important to me, and that was to educate my children, and get a degree. I had to, and I did. It took a long time. Every Friday I would leave work at 3 o'clock, get to Atlanta at 6 o'clock, and go to class. I would have class all day Saturday and Saturday night. Sunday I got up early and drove home in time to go to church with my family.

During this period of time I received a Ford Foundation scholarship. I went to New York and Washington, DC, I attended the University of the West Indies. Places I had never dared dream of seeing, I saw. I learned to ride a bus and subway train, and flew on a plane. I met people who were neither black or white. Of course, during this period of time I kept my house, and kept my family together. If it had not been for Head Start Career Development Program and Head Start staff understanding and support, I might still be a maid. Today, our Head Start grantee, Alabama Council, works with Head Start to provide a wide array of educational training. This includes:

Enrichment classes which provide an introduction to the arts, music, and culture for Head Start parents, at no cost. A child development associate degree, similar to an AA degree in child development, is available for parents and staff. Head Start works closely with parents to inform them of the educational training, urges them to participate in the programs, and arranges travel and child care to make participation easier. Thus, Head Start gives many parents the first educational support they have had since becoming adults. The mood at Head Start is one of, "we can all learn." Head Start certainly made returning to school easier for me, to learn.

Head Start also provides training in the arts of parenting, health, and nutrition, and emotional support skills. Head Start provides training for all segments of family life.

Head Start gave me on-the-job training, as it does for many Head Start parents. I worked as clerk-typist at Head Start, and worked my way up in the organization to parent involvement coordinator.

Head Start gave me the first job I ever had that did not include pushing a mop or dusting.

Head Start's philosophy is to hire Head Start parents, train them, and help them to secure private sector employment, outside of Head Start, so that their spot can open up and let someone else be trained. Today 70 percent of our employees at ACHR/LCHS are parents, past parents, or past Head Start children.

In addition, Lee County Head Start was recently chosen by the Atlanta Regional Head Start Office as a demonstration computer site. Utilizing these computers, an initial group of 10 parents will be taught computer skills. These 10 parents will in turn teach 10 more parents basic computer skills.

The first group of 10 will then concentrate on securing a job using their computer skills and teaching skills. This added skill will help to increase employability. The second group will continue the process, and after a period of time, a substantial number of parents will be trained.

Finally, Head Start involves parents in changing their environments. This concept is difficult to illustrate, but it is something like this. After I had the sixth child, my husband and I knew we had to do something about housing. There simply was not enough room in our two bedroom house. My mother said to build onto the house we had at that time, because it was much cheaper than buying.

We did not take her advice, but bought a house in another neighborhood. I did not really know how to make my mother understand that it was a combination of things that influenced our desire to move. I simply told her we moved because none of the children in that neighborhood read books, and that she did understand. Head Start parents and children get this "move" when they become active parents in our program.

Many of our parents are young mothers, 15 or 16 years old. Their mothers were young, and are now grandmothers, at the age of 32 or 33. The families are extended ones, the family is poor. The parents have never traveled outside of Lee County, never finished school, never made a real decision about their lives. Things just seem to happen, and the same thing happens to other people that they know. The reality of their world is hard work, many worries, powerlessness.

I did not want our children to grow up in a poverty stricken neighborhood, without proper facilities, or basic necessities for everyday life. I did not want our children to grow up in this cycle, where there seems to be no way out.

Head Start taught me and other parents that we can control our world. We can get training, and find a job. We can teach our children that there is a brighter tomorrow. We can make decisions, and they can be right. We can have a voice in the education of our children. Head Start provides a chance for parents to make a change in environment, and have a voice in their educational development, and that is perhaps the most important thing Head Start can help parents do.

Thus far in this presentation I have discussed how Head Start influenced my life, and how it can involve the lives of other parents. One has seen how Head Start influences the whole family.

I would like to end my presentation by telling you about my family today. My husband still works at a supermarket, but as produce manager, and not a beg boy. My oldest sons, Lewis and Mark, have completed college and graduate school. Lewis is the area supervisor for Arby's in Atlanta, while Mark is working for the city of Atlanta, as Energy Commissioner.

Our next son, Stanley, finished college, and is an assistant football coach at the University of Tennessee, in Chattanooga. Our son, Tim, has had a little trouble finding himself, and these are his words, but he is back at college once again, and will finish, eventually, while the next to the youngest, Stephen, will graduate with honors from the University of Florida in August. Finally, our youngest child, Betty, is starting her junior year at Auburn University. As for myself, I am employed by ACHR/LCHS.

One might think that during those years when I was working full time, going to school at night and on weekends, and devoting time to my home and family, that I grew discouraged. I did not, because getting an education was very important to me. I had to do it for my father, for my family, and more importantly, for myself. So each night when I prayed, I asked the Lord for strength, and thanked him for the people at Head Start who gave me support.

Two weeks ago was Easter, and most of our children and grandchildren were home. I had been thinking about what I would say to this subcommittee. My feelings were there, but words were hard to describe them. I wished I could have bottled a moment of the time that day, because it is difficult to assess exactly how much influence the Head Start program has had on myself and my family.

I do know that a person in my situation in 1967 could have taken many different directions, which could have left me in a strikingly different position than the one which I am in now. The fact that Head Start was there, with so many beneficial opportunities for my family, makes it potentially one of the most significant programs in the United States today. That is why I support the position endorsed by the National Head Start Association as outlined.

Thank you for allowing me the opportunity to speak to this subcommittee today.

I am also submitting for the record copies of testimony from other Head Start programs in Alabama, and my son Stephen's testimony, as a past Head Start child, on what he thought I should say to this subcommittee today. They do not trust me.

Senator DENTON. Those documents shall be included in the record, without objection, as will your entire statement.

[The prepared statements of Mrs. King and Steven King follow:]

Statement of Frankie Brundage King, Past Head Start parent and Parent Involvement Coordinator, Alabama Council on Human Relations/Lee County Head Start, Auburn, Al.

Thank you very much, Mr. Chairman for allowing me to address the U.S. Senate Subcommittee on Family and Human Services. I am Frankie King, Past Head Start parent and Parent Involvement Coordinator for ACHR/Lee County Head Start in Auburn, Alabama. It is an honor to be given this opportunity to speak.

I will begin my remarks with a brief history of my personal involvement with Head Start--how it has influenced my life and that of my children who attended Head Start. I will also talk about how families are involved in Head Start. My last remarks will address current issues concerning Head Start.

I cried the day Mama told me she was having a baby. I didn't cry because I was jealous, or afraid for her: I cried because I knew I would have to quit school and take care of the baby. That was the way it was in the 1950's. Mama and Daddy both worked and the eldest girl stayed home and watched the children. There wasn't a Head Start back then.

So I quit school and stayed home to watch the children and then, almost before I knew it, I was a bride and a mother at 16. Daddy always said education was important, but so was money and babies. My husband worked as a store clerk and I worked as a domestic. The babies - well, they "just kept coming". The first three came while I was trying to figure out where they came from, and the last three came while I was trying to figure out how to

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stop them. By the time I was 26, we had six children - five boys and one girl. It was about this time that my father's remarks about education began to haunt me. I attended a PTA meeting one night. At this meeting the Alabama Council on Human Relations was explaining a new program they had started for people who wished to learn to read and write. I could read and write but I did want my high school diploma, so I asked them if they would start an adult education class so people could get their GED. They said they would if I could find some people interested in attending the class. I started looking for people that night. I got together 35 and the Alabama Council on Human Relations got the teachers and started the class.

The Council provided me with the support I needed. It wasn't easy to rear six children, work all day and attend classes at night. Yet the folks at the Council said "You can do it." Pretty soon I began to believe them. Eighteen months later at age 28, I got my GED certificate. I was very proud.

I never thought that I could do it - a shy, person with a speech inpetiment-could do it. I did and now it was time to go further. I enrolled in the area vocational school, helping to integrate the school, and learned to type. I was hired by the new Lee County Head Start Program as a clerk-typist. I went to school half a day, and worked eight hours in the the afternoon and at night for Head Start. It was the first job I ever had that did

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not include pushing a mop or dusting a table. It felt so good. My children were in public school and Head Start and I was earning a paycheck. Yet something was still missing.

At night I had nightmares about trying to go to school. When I tried to get close, I would find that the school building was too far away or the roads were impassable. I would awaken with tears of frustration and anger. I talked to the people at Head Start. They understood my need to go further with my education and they understood my fear. No one in my family had graduated from high school nor had any one gone to college. Head Start people said "We'll help," and they did.

The Alabama Council on Human Relations began a full time program of the Head Start program in Lee County in 1966, and a few years later they became involved with supplementary training, a college based work study training component. I used this grant to complete my first two years of college. I worked all day and attended classes three afternoons a week at Tuskegee Institute.

The Head Start program staff encourages people to advance their career. So after the first two years of college, with Head Start's backing, I received a leave of absence from my Head Start job and took a position at Auburn University. I worked as a supervisor of community consultants in a special program for "Teachers Who Teach Teachers." The program's purpose was to redefine Auburn teachers' education to make it more responsive to

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the needs of contemporary society.

After this I returned to Head Start and became the Parent Involvement Coordinator but I still hadn't finished college; and I really wanted to do so. People said to me "Why? You've got a good job, your children, and a good husband. Why waste time getting a degree?" I couldn't explain my feelings to many people, and have them understand, but the people at Head Start understood. There were just some things I had to do. I had to educate my children. I had to get a degree. I had to keep my family together. I had to; and I did. It took a long time. Every Friday I would leave work at 3:00, get to Atlanta at 6:00 and go to class. I'd have class all day Saturday and Saturday night. Sunday I got up tired from studying late and drove home.

During this period of time I received a Ford Foundation Scholarship. I went to New York and Washington, D. C.; attended a quarter at the University of the West Indies. Places I had never dared dream of seeing, I saw. I rode on a subway and flew on a plane. I met people who were neither Black or White. Of course, this activity slowed down my progress on my degree. Our children would say to me, "Mama, how long does it take to get a degree?" I would say "Four or five years." They'd shake their heads and say "Mama, you sure are slow!"

Head Start was with me all the way. After the leave of absence for the Ford Scholarship I went back to work for them.

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Finally in 1975, at the age of 37 I received my college degree. It took me eleven long years but I had done it! My three oldest children were in college at the same time --Louis a senior, Mark a junior, and Stanley a freshman--and all four of us were at different schools.

Daddy would have been so proud of me. Here I was, thirty-seven years old, mother of six children and receiving my college degree. My dream had finally become reality through the help and support of Head Start. Few people have the support necessary to do this.

Some people might say I might have done this well without Head Start. That could be true, but I don't think so. My three oldest children went to public day care and I didn't do anything with my life, not until I got involved with the Alabama Council on Human Relation/Lee County Head Start program. If Head Start hadn't been there, I might still be a maid.

This bring up the next issue: Just how does Head Start help and involve families in its programs?

Head Start involved me as a parent as well as other parents in the program in many ways. I speak both as a past parent and in my role today as Parent Involvement Coordinator. First of all Head Start provides training to meet a Head Start parents' needs. It provides educational training. Although the Head Start sponsor (ACHR) no longer provides adult education classes for

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parents, it works with the local school system (which does) arranging for parents' enrollment. Enrichment classes sponsored by another ACHR program, provide an introduction to the arts, music, and culture for Head Start parents at no cost. In addition, the Head Start grantee cooperates with the State of Alabama Indochinese Refugee Program to provide English as a Second Language classes for the sizable Loatian population Head Start serves in Lee County.

Head Start educational training is not limited to the remedial level. A Child Development Associate Degree, similar to an AA degree in child development, is available for parents and staff. The CDA creditionalism includes both course work and practicum experiences which are evaluated by local child development experts.

Head Start staff works closely with parents to inform them of the educational training, urge them to participate in the programs, and arrange travel and child care to make participation easier. Thus, Head Start gives many parents the first real educational support they have ever had. The mood at Head Start is one of "We can all learn." Head Start certainly made returning to school easier for me.

Head Start also provides Parenting Training. The Exploring Parenting Curriculum is made up of twenty sessions each three hours long. All parents are urged to attend these small group

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sessions. Role playing takes place during some of the sessions--one parent plays parent, another plays child, another teacher, etc. Parents are able to share their problems, their frustrations, and their anger all within a very nonthreatening atmosphere. The group discusses these concerns and learns from them. I along with two other staff members lead these sessions twice a week, and we all learn, too. One example of this learning process is to let the "parent" practice positive reinforcement of "children" during role playing. When a "child" shows a drawing to his "parent," it doesn't take long for parents to understand that the question "Isn't this a pretty picture. Would you like to tell me about it?", is a much better question than "Is this a duck?", when the child is drawing a horse. Positive reinforcement of unique childhood perception is one of the basics of child development. Parents learn important parenting concepts and in the process learn to be better parents.

Children learn much about the world from observing their parents, but they also learn from what their parents teach. Head Start parents learn how to be better teachers. Parent meeting are held each month at each of our three centers and during each of these meetings a mini-workshop is held. Parentr learn teaching skills such as how to teach their children to tie their shoes, how to read a book to a child, etc.

Also, parents of children with special needs, e.g.

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handicapped children, gifted children, meet with the educational component staff on an individual basis. An Individual Education Plan (IEP) is drawn up. This plan is explained to the parents and they are "taught" what they should do at home to help their child achieve to his/her fullest capacity. Our parents at Head Start learn to be better parents, and better teachers so that their child can be a "better" child.

Head Start not only provides training to meet Head Start parents' needs in the areas of educaton and parenting, but also in the area of health and nutrition. Head Start parents are given the opportunity to learn preventive health, emergency first aide and safety measures. Parents are introduced to health care resources in the community as they accompany their children to immunizations, physicals, dental and medical appointments. In addition parents receive a bi-monthly newsletter with information on the areas of health, wellness, nutrition, dental, speech/language and mental health.

Finally, Head Start parents receive resource materials and training in the area of emotional support skills. Each year the Social Service staff at our Head Start program prints and distributes a list of all the helping agencies in the area, their phone number and address, and the services they provide. Parents have the security of knowing who to contact if an emergency arises.

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The Social Service staff also have weekly mini-workshops on developing positive self concept skills, coping skills, and interpersonal relationship skills. Head Start parents learn they are not the only persons in the world with the problem they have. Feelings of isolation and fatalism are so often a part of day to day life for many Head Start parents that the availability of different coping techniques comes as a surprise. Head Start shows that other methods are available and provides support for parents as they try to utilize alternative coping methods.

In addition to providing training to meet parents' needs in the areas of education, social services, parenting and health and nutrition, our Head Start agency provides Head Start parents with an extremely important skill-on the job training. Head Start hired me first as a clerk-typist. I advanced from there to Parent Involvement Coordinator: I then used the skills I had learned at Head Start to get a job outside the agency at Auburn University. Following that I came back to Head Start and used my new skills as Volunteer Coordinator. I am today, of course, the Parent Involvement Coordinator. Head Start tries to recruit Head Start parents for its job vacancies, trains the parents well, and encourges them to transfer out of Head Start into higher paying private sector positions, allowing a spot to again open up for another parent. The cycle continues over and over again. Today 70% of our employees are either Head Start parents, past Head

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Start parents, or former Head Start students.

We also try to obtain training funds from other sources to train Head Start parents in nontraditional Head Start employment. A few years ago for example, ACHR secured funding for alternative energy applicatons. Head Start parents were recruited for the positions that resulted from the funds. Head Start parents learned basic construction skills as well as specific energy application skills. In addition, Lee County Head Start was recently chosen by the Atlanta Regional Head Start office as a demonstration computer site. Utilizing these computers, an initial group of 10 parents will be taught computer skills. These ten parents will in turn teach 10 more parents basic computer skills.

The first group of ten will then concentrate on securing a job using their computer skills and teaching skills. This added skill should help to increase employability. The second group will continue the process and after a period of time, a substantial number of parents will be trained.

One should also remember that Head Start not only trains in the substance of the field, but also trains people how to look for a job, how to fill out a time sheet, how to get to work on time, etc. For example, filling in an application for a job at Head Start is often the first employment form our parents have filled out. I have a tendency to take these job skills for granted, but

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one cannot do so. A co-worker was telling me the other day about one of the new parents we hired. This parent had some erratic work habits--working far into the night some days and going home at lunch time on others. When she asked him about this he replied "I work until I get done with what they told me to do and then I leave." This is an honorable characteristic but certainly not the traditional work situation. When she explained to him the fundamentals of work scheduling the problem was solved. To reiterate, Head Start trains parents in valuable job skills as well as in skills necessary to get and keep a job.

The third way in which Head Start involves parents in the program is in the area of decision making. Head Start's structure provides a chance for parents to make independent and informed decisions--the first real decisions many parents have had the opportunity to make. The Policy Council screens candidates and conducts interviews for all the hiring in the Head Start program, and recommends and approves all Head Start related policy. Parents actively participate in making decisions that affect their own children. Head Start's Policy Council is not a formal, powerless body as are so many other boards.

Its members are given training by Head Start staff in group decision making, rules of order, etc. Head Start helps parents learn the process of decision making so they can make rational decisions.

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This decision making process is both important for the parents and the Head Start program. Parents carry over the decision making process into other areas of their life such as parenting, job decisions, housing decisions, etc. Head Start benefits by providing a program responsive to the Head Start parents' needs.

Finally Head Start involves parents in changing their environment. This concepts is difficult to illustrate but its something like this. After I had the sixth child, my husband and I knew we had to do something about housing: there simply was no longer any room. My mother said to build onto the house we had at that time because it was much cheaper than buying a new house. We didn't take her advice but bought a house in another neighborhood. I didn't really know how to make my mother understand that it was a combination of things that influenced our desire to move. I simply told her we moved because none of the children in that neighborhood read books; that she did understand. Head Start parents and children get this "move" when they become active partners in our program.

Many of our parents are young mothers, 15 or 16 years old. Their mothers were young mothers and are now grandmothers at the age of 32 or 33. The families are extended ones: the family is poor. The parents and children have never traveled outside of Lee County, never finished school, never made a real decision about

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their lives. Things just seem to happen and the same thing happens to those other people that they know. The reality of their world is hard work, many worries, powerlessness. I didn't want our children to grow up in a poverty stricken neighborhood without proper facilites or basic necessities for every day life. I didn't want our children to grow up in this cycle where there seems to be no way out. Head Start taught me and other parents that we can control our world. We can get training and find a job. We can teach our children that there is a brighter tomorrow. We can make decisions, and they can be right. We can have a voice in the education our children get. Head Start provides a chance for parents to make a change in environment and that is perhaps the most important thing Head Start can help parents do.

Thus far in this presentation I have discussed how Head Start influenced my life and how it can involve the lives of other parents. One has seen how Head Start influences the whole family. I'd like to end my presentation by telling you about my family today. My husband still works at the supermarket, as a produce manager now, not as a bag boy. My oldest sons Louis and Mark both have completed college and graduate school. Louis is the area supervisor for Arbie's in Atlanta while Mark is working for the City of Atlanta as Engery Commissioner. My next son, Stanley, finished college and is a football coach at the University of Tennessee in Chattanooga. Son Tim has had a little trouble

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"finding himself" (his words), but he's back at college once again and shall finish eventually, while the next to the youngest Stephen, will graduate from the University of Florida in August. Finally our youngest child, Betty is a junior at Auburn University. As for myself, I am employed by ACHR/LCHS.

I wanted you to hear my story because I wanted other people to have Head Start to help them get their lives together. Head Start was the fuel that fed my desire to learn, to do something with my life. Please support legislation that will make for a continuously strong Head Start.

Head Start has so many positive qualities that respond to the total family needs. The training and technical assistance component was fully utilized by myself. If it had not been available, I might have lacked the skill, courage and insight to know that a brighter future was possible for my family. How hard it would have been to challenge my children to get a good educaton; how hard it would have been to build the same desire for knowledge in my family; and how hard it would have been to keep the family unit strong.

Second, our children attended Head Start for two years. That was important to our family as well as other families. Sometimes change is slow. It takes time to make positive changes in a child's environment and that of his family. Even two years is a short period of time to make changes in a family's life that will

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last forever.

Third, families need to know that their children are getting the best education in Head Start that they can. My children attended Head Start and graduated from college. If those years of Head Start had not been a comprehensive program meeting the social, health and educational needs of our family our children would have possibly fallen far behind in school. Having never gone to college they would have had a struggle raising their families.

Finally had it not been for the Alabama Council on Human Relations sponsorship of Head Start then Head Start might not have been available for our children. ACHR not only sponsors Head Start but its tries to integrate it with other programs it administers so there will be no duplication of services. The whole family benefits from its programs. Since Head Start is an investment in families, communities and more importantly children, it merits the support of a caring nation. Low income parents need to know it will be around year after year.

Parents should have a chance to improve their children's and their own quality of life, and Head Start provides that chance. We must include the above points in Head Start's reauthorization. Thank you, Mr. Chairman & committee members for your attention to my presentation.

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TESTIMONY OF MR. STEVEN KING-FORMER HEAD START STUDENT

I had had all of my six kids when I first came into contact with Head Start. I was a high school dropout so the only kind of work I could find was housekeeping. (tell what year this was in) I worked for this one woman for the longest period of time about 6½ years. She was an older lady and I did her cooking and cleaning (specify what kind) for $1.75 per hour. ~~Kwik~~ 4.22 My husband was working at Winn Dixie-Kwik check. He had been there since he was seventeen. We were living in a two bedroom house. We had five boys and my youngest child was a little girl. In regards to my three oldest boys, Lewis, Tony, and Stanley, my mother or my husband's mother used to keep them during the few years before they started public school. When my next boy, Timothy, was of Head Start age, the public schools offered a Head Start program. The program didn't offer anything in regard to parental involvement so I have a very limited memory of how the program functioned. Timothy is no longer able to distinguish that year from his year in first grade.

My youngest son, Stephen spent two years in the Head Start program offered by the Alabama Council on Human Relations. He has an October birthday which meant that he was two months under age when the group of Head Start children in his class went on to first grade. The Head Start counselor/supervisor felt that Stephen was still too sensitive or emotional, perhaps fragile is the word that I am looking for to move on to public school. At any rate we decided to leave him in the Head Start program for another year. Besides it was obvious that he was learning a lot

in the program. He started reading early and in the evening time he would talk and talk about stories that they had read in class. He went to movies in class. He got his first library card there and his trips to the library became very important to him. Stephen had a lovely Head Start teacher (Carol Russell) who he still talks about. She used to have all of the kids over to her house to sleepover. She was very imaginative and she would take the kids on field trips to obscure but interesting places. I remember one colonial style building that was being torn down in our area. She took the class there to see the de-construction. Reflecting, now I know that that was a good idea on her part. For Stephen, he is withdrawn by nature, it was an excellent start for him to have been in the Head Start program interacting with other kids, taking advantage of the available books, pencils, papers and learning resources teachers; allowed a gingerly and educational contact with the rest of his community; the library, (at an early age), the matinee movies, the field trips, and the other miscellaneous adventures that Stephen either didn't inform me of or that have been lost in my memory. Medical factors such as a regular medical check-up and twice a year visits to the dentist were invaluable Head Start legacies that have been left with myself and my children. I have always been careful with my children's health but it was amazing for me to see a public program which seemed genuinely interested in my children being healthy and in their forming habits which would insure their health for the rest of their lives. Stephen and my daughter Michele, who attended the same Head Start program could have spent their pre-school years with their grandmother who would have given them the love and attention which pre-schoolers

Name

deserve; but the Head Start program definitely opened the to various aspects of their society and gave them experiences which I believe helped them in their formal education.

The Head Start program contributed to our family in a more general way also. The sponsor of Alabama Council on Human Relations began an adult basic education program because they found so many people who were deficient in basic educational skills. I received my high school equivalency diploma (GED) after studying in the program and being tested at Auburn University. I had been contemplating taking the GED which made the Alabama Council program very attractive to me. It was an accessible educational step which me and others in similar positions were able to capitalize on. After receiving my diploma I went on to trade school, still with the encouragement of Alabama Council. I was trained in secretarial skills and I took a job as secretary in the Head Start program.

During this time my initiative to improve myself and the lives of my family escalated at a tremendous rate and this was due in a significant degree to the dynamic Head Start program offered by the Alabama Council on Human Relations. I bought a four bedroom house which proved myself and my husbands ability to offer our children the materially improving life that they and we deserved. I continued my education (give details of the process. Tell how you were encouraged by Head Start until you completed your Bachelor of Arts Degree.) In my years working for Head Start I have held these positions (list and describe them). I have seen young women much like myself start secretarial jobs and I have seen their determination to improve themselves.

It is obvious to me that a program like Head Start is invaluable in assisting people in changing their determination and talents into concrete achievements.

Stephen graduated from high school in 1980 he won a national achievement scholarship from the national merit program. The scholarship is given to high school seniors who score in the top half of one percent of minority students taking the national scholarship aptitude, according to this test. This year he is graduating with honors from the University of Florida. Michele completed her four year high school program in three years and she is currently a junior at Auburn University. I am involved in many phases of Alabama Council on Human Relations and I am considering a continuation of my university education...(detail your interests) My life has been altered significantly since Stephen first began in the Head Start Program. It is difficult to assess exactly how much influence the Head Start program has had on myself and my family. I do know that a person in my situation in 1967 (whenever I began Head Start) could have taken many other directions which would have left me in a strikingly different position that the one which I am in now. The fact that Head Start was there with so many beneficial opportunities for my family makes it potentially one of the most significant programs in the United States today.

Senator DENTON. I must say that although your story is not particularly unusual in Alabama—I know that from my childhood to now, I know about the changes, the good changes, but I must say, in my opinion, and I think I speak for everyone who heard you, you and your husband are among the unsung heroes and heroines of our Nation.

For those who did not hear it, the way she summarized where her family is today, starting from the point at which she had to quit school, and having had six children herself, today her family situation, she described as follows:

My husband still works at the supermarket, but as a produce manager now, not as a bag boy. My oldest sons, Lewis and Mark, both have completed college and graduate school. Lewis is the area supervisor for Arby's in Atlanta, while Mark is working for the city of Atlanta as Energy Commissioner. My next son, Stanley, finished college and is assistant football coach at the University of Tennessee in Chattanooga. My son, Tim, has had a little trouble finding himself, according to his own words, but he is back at college once again, and shall finish eventually, while the next to youngest, Stephen, will graduate from the University of Florida in August. Our youngest child, Betty, is a junior at college at Auburn University, and—if that is not a great story, I never heard one.

Our final witness today is Dr. W. Dean Belnap. Dr. Belnap is a pediatrician and child psychiatrist, as well as the former chairman of the Utah Board of Education. He also serves on the President's Advisory Council for the Department of Health and Human Services.

Our distinguished chairman of the committee, Senator Hatch, wanted to be here this morning to hear your testimony, Dr. Belnap, and he wanted to be here to introduce you. He was unable, because of a prior commitment.

I would like to read Senator Hatch's introduction of you. It will be included in the record. This is from Senator Hatch:

"I am pleased to welcome, and introduce my friend and advisor, Dr. Dean Belnap, to the Senate Labor and Human Resources, Family and Human Services Subcommittee hearing for the reauthorization of Head Start Programs. Dr. Belnap brings experience in child education programs, child development programs, and child mental health programs.

"He served as chairman for the Utah State Board of Education for two of his three terms. Further, as a pediatrician, he is an active leader and provider of mental health services for the Salt Lake mental health programs.

"Dr. Belnap is also serving on the advisory board of the U.S. Department of Health and Human Services. I appreciate Dr. Belnap's time and effort in sharing with this committee his involvement and development in Utah Head Start Programs, and any insight he has in their reauthorization."

As I mentioned, that introduction will be included in the record, and we welcome you, Dr. Belnap, in my personal behalf, of the entire subcommittee, and Senator Hatch has welcomed you on behalf of the committee.

You are free to begin your statement at any time, sir.

Dr. BELNAP. Thank you. I appreciate the opportunity, Mr. Chairman, staff.

I would like to contribute some material which has not already been cited in excellent and prior testimony. It hopefully will bring a perspective of not only national experience, in my associations with Health and Human Services, but also as vice president of the National Association of State Boards of Education.

In this capacity, we had the opportunity of working closely with Education Commissioners of States, and took a serious look at Head Start in a consortium evaluation project between Health and Human Services and the Education Commissions of the States.

There had been a number of criticisms of all in the late sixties and early seventies, regarding a sustained benefit of Head Start and the longitudinal look, at least, this we felt was vital and important.

There was assigned a chair of 14 different research groups and universities, which was Dr. Irving Lazer, chairman of the department of human services, and that particular area of social services at Cornell University, in conjunction, including in the 14, our own Utah State University, under the direction of Dr. Linda Laughlin.

The criticisms regarding Head Start had been a lack of sustainership of cognitive and affective gain. That is, emotional improvement as well as learning, or intellectual improvement, once the child had left the Head Start Program.

In order to approach this criticism, one had to look at the original design of Head Start in the mid sixties. It was designed to decrease poverty. That was one of their major goals. It was designed to improve academic, cognitive and affective skills among children with special needs.

As we noted in the original format, or design of Head Start, the curriculum was quite uniform, and interestingly enough, it did not involve the parent as the primary focus of learning. All of the children conformed to a set educational model, and individualization of the approach to the needs of the children was not appreciated in its inception.

For this reason, perhaps there were losses and not gains. Also, we looked at the original purpose of reducing poverty. So many programs at that period of time were designed to be a remediation of the social and political ills of our society, and one indicating that burden of any particular program, or agency to take on that responsibility, particularly as it applies to certain ethnic groups.

If we look at children with special needs, about 2 percent of them are mentally retarded, an additional 1 percent have multiple handicaps of a various nature, that require special care, health, as well as education. An additional 5 percent of the population of this total of 17 percent have learning disabilities, usually they are neurologically based, and these continue on throughout childhood.

The remaining eight and a half percent of children with special needs have problems with either social or economic deprivation that justifies the core of the Head Start Program. Initially, Head Start, in the midsixties, did not incorporate the handicapped as a set percentage of their clients and students.

Now, as you have testified yourself, we do so, and this has been an enormous blessing to children with special needs, that it will

cover the broad spectrum of those children, and has found success in the eyes of not only educators, behavioral scientists, as well as social service scientists, in being probably the most efficient program to coordinate and articulate the child from early education needs and experiences into the public school system and to society.

It is approached by all facets, those involved in health, education, as well as welfare, as the agency most successful and best equipped to articulate the needs of children with special problems into the mainstream of education in society.

The studies of Irving Lazer and his 14 cohorts, from various universities, have come up with definite proof that as the program has evolved, and as these children have been watched longitudinally, over a long period of time, now into their teen and young adulthood, that there is a sustaining cognitive gain. These children are better equipped intellectually. They need fewer special services and resource services in the elementary and secondary grades.

But perhaps more important than these intellectual gains has been the affective gain, the improved value system, the improved ability to integrate into a social structure, and to move into the mainstream of society. These are exciting gains which have now incorporated not only the child but the parent in the process of the educational experience.

Additionally, there has been an interesting evolution that Head Start has fostered along with other experiences in health, education, and welfare. The wedding of those three agencies, or modalities, health, education, and welfare, into a single unit in the sixties and seventies, and up until recently, when the Department of Education was separated out, has been a cross fertilization of ideas and advancement in each of the three. The three have benefited from their other associates.

Education has benefitted as a general field and philosophy in that it is found that individualization of programming and prescription, what we now call individual educational planning, has evolved in, in that they have copied Health and Human Services, which always had the idea of individualization in its program.

Health and welfare at the same time have gained from the education establishment, in that their programs are now educationally oriented, and their delivery systems, whether it be on an individual or group basis, are directed toward the gain of education and its improvement.

This is typically consolidated in Head Start, and it is found perhaps one of its greatest successes in the Head Start Program, in that now we not only involve the parent as the primary focus of learning in the experience, but we individualize each child in terms of planning and therapeutic outcome, and this has been a great boon. It set a model, set a precedent, and has established it, in my opinion, and in the opinion of many who have researched it, as alasting necessity.

The ability to articulate the child from early intervention programs on up into the primary and secondary school systems, is sought after now aggressively by educators, not just passively.

The ability to prevent the social problems among these children with special needs has been also economically beneficial, in that it has been proven that it takes only a third of the cost to catch the

child early in a Head Start environment, in terms of what remediation and resource costs would be required if the child does not have the benefit of the Head Start Program.

Perhaps it, like many of the programs of the Health, Education, and Welfare nature, has taken the child with handicaps and special needs, and has set itself as a model in a lighthouse for the whole educational system.

We found this to be true with Public Law 94-142. What is designed for the handicapped is also good for every child.

If I can respond to any questions later, I will be pleased to do so, Senator.

Thank you.

[The prepared statement of Dr. Belnap follows:]

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30 April 1984

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Norris O. Bernhard, M.D.
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Lyle D. Adams, R.P.T.
D. S. Summerhays, Audiologist

Dan M. Filmore, M.S.W.
Social Worker

Senator Jeremia Denton
United States Senate
Dirkson Senate Office Building
Washington, D. C. 20510

Dear Senator Denton:

I am pleased to respond to your invitation to present oral testimony at the hearing of your Subcommittee on Family and Human Services to be held May 3, 1984 at 10:00 a.m., Room SD-430 of the Dirkson Senate Office Building.

This written response will beiefly summarize my presentation regarding the Head Start Act for use and distribution as you wish.

I have strong feelings about the need to perpetuate the Head Start Program. It has evolved into a good and substantial program and has an important role to perform in the articulation of early childhood intervention programs with those of elementary education.

Although some serious questions were raised in the late 1960's and early 1970's about its lasting impact and effectiveness on the learning skills of children, it has certainly been modified in most parts of the country to make a major and permanent contribution to serving young children with special needs.

The divisions of the Department of Health and Human Services involved with child care and health have determined that 17% of children have special needs. Intellectually handcapped account for 2% of the population and an additional 1% that are multiply handicapped. In addition to the above total of 3% there are an added 5½% who also have developmental disabilities resulting in nervous-system based learning disabilities.

Although they have normal or above average intelligence, they present a challenge in both cognitive (intellectual) and affective (emotional) learning. By not taking advantage of pre-kindergarten education, it is much more difficult and expensive to remediate these children one out of nineteen of all children.

Another 8½% of the childhood population that have special needs are socially and emotionally deprived. They are handicapped by neglect and abuse or by various types of enviornmental deprivation.

It was to serve this lat group that Head Start program were initially designed.

At first Head Start Program produced dramatic findings in improved cognitive skills and social adjustment but were criticized because of the lack of sustained improvment once the programs were terminated. Analysis of the cause of that waxing and waning of apparent cognitive gains have been corrected by variation of programs as follows:

1. The period of most critical development in the childs life is the first two years. Deprivation and neglect may have serious ispact of a permanent nature. Some of the previously attributed failures of Head Start are actually due to effects during the earlier years of live which are difficult if not impossible to reverse. Only more optimal early childhood education and care, in and out of the home, can solve the problems. I have enclosed a previously submitted report entitled, "Day Care Centers and Early Childhood Education". The material was formulated at the request of Senator Orren Hatch and deals with issues currently being discussed by your Committee on Labor and Human Services.

2. Indpentdant of whatever approaches and polices are formulated at the local and national level regarding early childhood education and day-care, Head Start will remain as an absolute necessity for four-year-olds and pre-kindergarten children with special needs.

3. The philosophy behind Public Law 94-142, the Education for All Handicapped bill, should apply to the pre-schooler as well. Learning and education are life long processes that should be articulated based upon individual need and planning.

4. Initial approaches in the use of Head Start as a transitional preparation and program for pre-kindergarten children failed to involve the parent in the progress and did not retain the parent as the primary focus of both cognitive and affective learning. The majority of states have made that change of policy and gains have proven to be lasting and substantial.

5. Head Start programs have changed their approach from one of expectant group conformity to individual educational planning and have more effectively articulated the multiple resources and expertise necessary for remediation of the child's special needs. This has resulted in an improved transition to both "mainstream" as well as resource assisted elementary education programs. It has dramatically proved itself as dollar-wise in both short and long-term consequences. Comparative statistics have proven its value in later childhood and young adulthood in:

    a. Improved academic productivity

    b. Reduction of school dropouts

    c. A lessening of delinquency, emotional maladjustment and social conduct disorders.

Head Start remains the major contributor to transist the child with special needs into the main stream of education and society. With its ability to adapt and evolve it appears to be a prototype for the early education and intervention of all children, not just those with special needs.

Sincerely yours,

W. Dean Belnap MD

W. DEAN BELNAP, M.D.

Senator DENTON. Thank you very much, Dr. Belnap.

I have been advised, a few moments ago, that I may be required to go to a Judiciary Committee meeting in order to effect a quorum. I hope that that does not occur. But I will have to anticipate that likelihood, and I will ask orally fewer questions than I would otherwise, and submit the other questions in writing, anticipating replies as required by us within 30 days.

Thank you for your learned testimony, Dr. Belnap.

Mrs. Greene, there are currently 1,200 grantees providing Head Start services across the country. In this large group there are some, perhaps many, excellent grantees. Some may be average, hopefully a small number, at worse, are subpar.

Senator Stafford's bill, which you extol, contains a provision which mandates the Department of Health and Human Services to award any expansion funds for communities already being served by Head Start grantee, to that grantee, irrespective of the grantee's performance. The grantee might be mediocre, or worse. HHS would be precluded from funding an innovative plan for the delivery of Head Start services in the community because it would be required to expand the existing Head Start grantee.

I do not presume to know as much about this as you do. Some of your recommendations, perhaps all, are valid. But that one gives me a great deal of problem, and it seems to place the interest perpetuating a small group of providers without good reason, as an interest, ahead of the interests of the low-income children that the program would better serve were the rule otherwise.

Mrs. GREENE. I would like to, Mr. Chairman, just share one paragraph that I did not include in my testimony, which addresses the exact statement that you have just made, and it is very short.

Existing Head Start grantees have an excellent track record in delivering Head Start services.

Senator DENTON. All of them, Mrs. Greene?

Mrs. GREENE. It is counterproductive and inefficient to have more than a single Head Start grantee within a city. The language which gives priority to Head Start grantees in allocation of funds is strengthened so that the Secretary must designate existing grantees within a community as Head Start agencies, if the Head Start agency meets fiscal and programmatic requirements.

If there is no such agency in the community, the Secretary may designate a Head Start agency, from among qualified applicants in the community. Of course, if an existing agency is not meeting programmatic and fiscal management requirements, it would not be designated to receive new program dollars.

Now, we, unequivocally believe that programs must be of top quality in order to run Head Start Programs for children of families. We are not saying automatically give it any program that does not meet those requirements, but we do feel that it is counterproductive to have contests, or award money to grantees when there already one there that is meeting those requirements.

So we do specify that if there is a program that is not meeting those requirements, they should not be awarded.

In fact, we have even talked with the administration, what we endorse, if the agency is not carrying out its function, there is no

way they need to continue receiving money. So that is how we address that issue.

Senator DENTON. Well, perhaps we can work on the language because the way you express it in terms of the way it should be done and the way the language is now written are different. That is something we might be able to work out.

It seems that the percentages of grantees over the many years in which the program has been in effect, has resulted in a very tiny percentage of any being defunded. That is one problem. There cannot be that much unanimous perfection among grantees in any program, I would think. But that is what worries the administration.

Mrs. Greene, I was interested in your written statement, which you charge the administration attempted to slash training and technical assistance funds by 50 percent.

It was my understanding that from fiscal year 1981, which was the last Carter budget, through fiscal year 1983, Reagan's time, $25 million was requested each year for training and technical assistance. That is with all that experience having taken place, we continue the requests, $25 million.

Cost per child averages out, for a 4-year-old in Head Start to about $2,000 apiece, and I admire the use of the money, but there are questions of delivery improvement, and so on, which might render it even less expensive, because we are paying for a great number of good programs.

For this current fiscal year the administration requested a decrease to $22 million, from $25 million. Not an elimination of the program, or 50 percent reduction, so where did you get your 50 percent reduction?

Mrs. GREENE. Well, for the 1984 program, there was a proposed administrative change.

Senator DENTON. I am sorry, I cannot hear you now.

Mrs. GREENE. For the 1984 budget there was a proposed change—in the 1983 budget, I am sorry. Fifty percent in training and technical assistance to be cut. That did not happen, because we worked hard to try and see that that did not happen.

So right now, they have proposed a smaller decrease, but that was the original proposed change in the 1983 budget, by the administration, of 50 percent cut, but that did not succeed.

Would you like for me to expand on technical assistance in training, and why there is a need for——

Senator DENTON. You can in written testimony, which we will, I promise you, examine very carefully, because we will have markups on this, and we have to compare the two bills.

As I say, I believe the facts are that there are going to be more who are prepared to vote for your way than otherwise, and perhaps the discussion will be moot.

Mrs. Greene, you also denounced the administration's preference for providing Head Start services to children for only 1 year, despite the fact that, as Dorcas Hardy mentioned, this allows more children to be served.

Later in your statement you point out that only 18 percent of eligible children are currently served, and that more need to be served, and it seems a contradiction there.

Mrs. GREENE. Sir, we do not see that as a contradiction. As has been stated, by Dr. Belnap, and many others who have done research, in studies, that earlier you reach the child, and the problems that they have, the more we are able to help them, and see that they get the right Head Start.

What we are doing, is reaching the children at an earlier age, so that we can try and correct the kinds of problems, and give them the kind of Head Start that they need.

There are different curricula for 3 and 4 year old children. They are not, as I have heard mentioned many times, the same type of programs going on for each individual. There is a difference. Sometimes it takes that first year to even reach that child socially and emotionally, before we begin to really get into the real problems that need to be solved.

Also, in one of the primary purposes of Head Start is also to serve the neediest of children, and what we find with parents who cannot afford day care, or some of the systems, those children will be again, what we found before Head Start, in homes with people who are not prepared or qualified to take care of those children, so that the earlier research has shown, the earlier we get those children the better able we are to reach those problems and be able to solve them and work with them.

Senator DENTON. Thank you, Mrs. Greene.

Mrs. King, you mentioned in your written statement that many of the Head Start parents you worked with are young mothers, 15 or 16 years old.

What special activities does your agency undertake to help these young mothers in their own development, and to prepare them to assist in the development of their children?

Mrs. KING. We wrote a proposal last year to especially address the school-age parents in preparing themselves, and for them to understand the need to finish growing up, because being a teenage mother myself, I could understand never having been a child, from keeping baby brothers and baby sisters, to being a mother, and never having an opportunity to get the education or training that Head Start cannot do with them, so we wrote—our Social Services Director and myself, wrote a proposal to address that need.

Mrs. GREENE. I would like to further expand on that question, if I may.

One of the purposes also of training, technical assistance, we often refer to it as directly dealing with training in education, but it involves a comprehensive training program, which involves parents and staff, which of course, many of them are parents, and in trying to set up the kind of training program we are talking about, it is time consuming, because we are working with a mind set.

We are trying to change the thinking of generations of people who this has happened to them, their mothers, or maybe grandmothers. So it is the kind of thing that takes a lot of time, it takes dealing with the total comprehensive training program, not just with parents, but they have to understand the needs of children. Basic child development, human growth, and development.

So that is a part of training and technical assistance. This total comprehensive training, which helps us to try to reach young par-

ents like that, so they will be able to be in an example, as Mrs. King has been.

Senator DENTON. Mrs. King, as parent coordinator, do you travel to parents' homes, to see if the parents have implemented what is encouraged by the Head Start center, and if you do, what have you found?

Mrs. KING. Yes, I do, and we have one way to find out some of the problems that parents are having, is by the home visitation, because what we see at the centers, or at meetings, are not necessarily a true picture of that parent, so we do do home visits, and you can see the change from the first home visit you make to the ones you make later on in the year.

Mrs. GREENE. Some other changes, if I might add to that, you notice from the training that you do at the center with the parents is in the involvement of those parents, when they leave policy counseling, Head Start training sessions, you see them start to participate on other boards, local school boards, and PTA's, you see our parents now running for city council, and other local—serving on task forces, and other local government, you see them start to expand the learning that they have had in our program, to—you see that extended in the community, in other task forces.

So that is an example of how the extended training of Head Start parents is seen in the community.

Senator DENTON. One of the questions which we are not addressing, and it is not a popular one to address, is that the Federal Government cannot undertake the responsibility for all of the good things which it might be able to do. As clearly good as the program is, it has to be, to the best of our ability, administered as efficiently as possible, because we do have the deficit that we have, we have the deficit growing, and if it continues to grow, the Government, within a relatively short time, will be unable to fund any welfare program of any kind, because it will be bankrupt.

Aside from that, we will have an incapacity to expend for our own defense of our interests, and we will have millions of refugees flowing across the Mexican border. Aside from the security implications involved, we will have tremendous economic implications.

The implications economically, which I mentioned on the Senate floor yesterday, when there was a big effort to cut defense by an absurd degree, less than President Carter would have wanted to see expended, I just want to mention something that we must be cognizant about, because I believe, Mrs. King is probably among the two or three most heroic people in terms of self reliance that I have ever crossed paths with in my life.

But I do want you to consider this, Mrs. King, because you are an intelligent woman, and if I may say so, it is impossible for me to believe that you have had six children, and that you are old enough to be in school in the fifties. You must be a wonderful person to have been able to stand up under all that responsibility.

But I want to remind you all of something, because there is a limit to what this country can do before it goes bankrupt, and a limit to what we can do on welfare, before it has to sacrifice so much defense consideration and expenditure that we become defenseless.

In President Kennedy's time, in the 1960's we were spending for defense $49 billion, 45.9 percent of the budget. At that time, for human resources, we were spending $30 million, or 28.8 percent of the budget, roughly twice as much for defense as for welfare-related programs. In that era, President Kennedy had to look a fellow named Khrushchev in the eye, and say, get these missiles out of Cuba, and I can assure you, as an expert in my field, that had he not gotten them out of Cuba, the Russians could have told us, give up or die, and we would not have had the freedoms and we would not have had welfare programs. You ought to see the way the Soviets live. They have the biggest military machine in the world, but if you look at their average towns, they look like ours did back in the nineties.

They do not have paved streets, they do not have many automobiles, they have poor clothing, and many of the people are pressed into labor camps, put into psychiatric camps. We do not read much about that, but I think we need to think about it, because today under President Reagan, who is being accused of being less considerate of our welfare needs, we are spending $186 billion on defense, and $372 billion on welfare.

In other words, we have gone from spending twice as much on defense as welfare under Kennedy, to a point where we are spending half as much on defense as we are on welfare. The total is such that we are in a position in which the interest on the national debt per year is greater than the whole national debt used to be just a few decades ago.

So there is a problem, there really is a problem that we all must face, and we must do things as efficiently as we can. I think this is a program which is an investment. I think it is an excellent program, which falls under the category of investment in education, but more than that, investment in the family, in which Mrs. King brings out so eloquently in her testimony, and I am for both things. But I am against doing them in such a way that we do not do them as efficiently as we can.

And there are concerns about the way the two bills relate. Do we need as much technical training per year, after all the experience that we have had, especially if we had that much retention of people in the program? That appears to me to be a valid question.

I will not ask you to comment now, but if you care to explain it in writing, why you take exception to that, I would study it very carefully.

Mrs. KING. Mr. Chairman, I would like to just say one thing about technical assistance, in terms of Head Start.

Now, one of the things that we do, and with the parents, that they are trained in 40 percent of our staff, who have been trained with the technical assistance in the supplementary training program, have left Head Start, and are working someplace else, and 70 percent of our staff now are Head Start parents, past Head Start parents, and these are parents who have come into the program to work, after the other folks have left.

Now, I am the only person, probably, who will be around for a long time, it seems, because I dearly love the program, and it is not because of the money, because if you know the salaries, you know that is not true. But the staff needs training.

Now, I would not send my children to a university any place, if I did not think that staff was properly trained, and so if the people want to work with the children, then they too need training, because this is like going to a dentist that has not been trained. You just do not walk up to any person and say, you know, clean my teeth, or do a root canal, or fill my teeth. I need a tooth filled.

So it is not so much an—and I do not know if Head Start is called welfare, or what. Maybe that is——

Senator DENTON. In the best sense of the word, the promotion of the general welfare, which is one of our mandates in the Constitution.

Mrs. KING. OK, so if that is what it is called, then I have always said I have never been on welfare. I have been on welfare for a while, in working for this program then. I guess most programs that are funded by the Federal Government are welfare type of programs, so I guess then in a sense we all have had welfare.

Senator DENTON. That is quite true, and I hope you heard me say that I think you are one of the most self-reliant people that I have ever met, including myself, or anyone else that I know.

Dr. BELNAP. Mr. Chairman, could I comment on this, briefly?

Senator DENTON. Sure.

Dr. BELNAP. It is fascinating to know that once Head Start becomes a model it attracts all other agencies, that converge on it, and that is in the area of volunteers.

Senator DENTON. Yes; that is what I was getting at. If we can find ways to get more volunteers involved, not only for this program, but for all programs.

I have to say something like this at every hearing because we are spending ourselves to death. We do need more volunteers. Can we not improve the way we train the people who come aboard, within our own capacity to do that? We must do something, because we are spending ourselves to death, and this is a fact.

If we do not do something to stop the trend toward bankruptcy, the bankruptcy is going to come. It would not give me any pleasure to say we are now bankrupt, and there is no money for Head Start, there is no money for food for anyone, there is no money. This happens to countries which go bankrupt. It also happens to countries which are intimidated into surrendering; they do not have enough to defend themselves against an enemy, which is very rapidly taking over the world.

That is not a myth, either. It is a fact. And all I am saying is that we must all think about both of those things.

My heart goes out to this program. I think it is one of the best that we have, and we must expend, but the problem is that we are giving more and more responsibility to the Federal Government, in matters in which perhaps the States should handle. In Alabama, some of my own friends who backed me to come here are more reluctant than I to increase some of the taxes in Alabama, to do some of the things that the State prefers to dump on the Federal Government. This applies to property taxes in particular, and I am willing to pay more property taxes, and I bet I have the poorest home of any Senator in the Senate. I do not have a lot of money, with seven children and spending 34 years in the Navy.

But I am willing to pay more taxes in order to provide the money for education, which I think is primarily a State responsibility, and not a Federal Government responsibility.

Go ahead, Dr. Belnap.

Dr. BELNAP. Secretary Bell of the Department of Education has indicated that following his task force, or Commission on Excellence, that the only way that education can survive in the decades ahead is with an increased paraprofessional or voluntary involvement of the community in the educational process.

Senator DENTON. And perhaps a more realistic share on the part of the State, for taxes in some cases.

Dr. BELNAP. That is right. But specifically he has cited Head Start as a model for this, because as it has evolved with the cadre of volunteers, of professionals——

Senator DENTON. I totally agree. I think it is a model program, as you said.

Dr. BELNAP. Right, then it sets the pattern for education in the future.

Senator DENTON. Yes; we are holding a hearing here to try to consider the merits of two bills. One of which expends considerably more than the other, and I think the other is going to prevail. It is not going to be because of bitterness, or lack of belief, it may be because of a flaw in my understanding After studying this, all of your comments, particularly Mrs. Greene, I may change my mind with respect to some of the features.

At the moment, most of my reading has been on what the administration has been proposing, and the justification therefore. I will certainly study yours very carefully.

Mrs. GREENE. Thank you, sir.

I would just like to add, I know said in written testimony, to submit more in terms of T&T, which we certainly will do, but in terms of dollars that Head Start receives, I know you are aware that at least 20 percent must be matched through in kind cash, or whatever, from local communities, and I would like to tell you that most Head Start programs extend themselves in terms of cash matching money from private industry, from donations from fund raising, to exceed that 20 percent, and also the amount of money we get to operate our program are considered extremely limited.

There are many programs, from local counties, receive as much as $1 million. I know in the Miami program, from county government, because what we receive is not enough to run quality programs, and it is through volunteer services that we are able to continue to do as we do.

So the moneys we are getting is not fully sufficient to operate, if we do not get the extra volunteer money, the extra donations, we would not be able to dc what we are doing. So programs are extending themselves to get local money to assist in carrying out the kind of programs that we run.

Senator DENTON. We must ensure that the money expended per child is done as efficiently as possible.

We have heard that the community action agencies, for example, have more administrative costs. I would like to look into that and see if we could not save ourselves some money. It is your tax money. It is the Nation's deficit, and so on.

I will conclude the hearing at this point, and say that Head Start is one of my highest rated examples of just what Dr. Belnap mentioned. It mixes voluntarism in with State and Federal effort. It provides education, it involves parents, it inspires me.

I do not want anything that I have said to indicate otherwise. I bring into every hearing like this, as I did when I was on the Armed Services Committee, an insistence that we do the best that we could to bring efficiency into what we are doing, because we do have devastating problems with respect to the debt. So we have got to make it as efficient as we can.

We may be submitting a number of written questions to you, and if any of the three of you have further testimony you wish to make, which might affect the markup of the two bills, please do so. Keep in touch with us.

I do not know all I need to know about this. There are 8,000 issues on the floor at a time, and I very much appreciate the wisdom and the expertise which I have drawn upon today, and the committee has drawn upon. It will be an excellent record.

Thank you very much.

[Additional material supplied for the record follows:]

TESTIMONY

BY

CLAUDE PATTERSON, HEAD START DIRECTOR

WEST CENTRAL MISSOURI RURAL DEVELOPMENT CORPORATION

Mr. Chairman, and distinguished members of the Committee:

Thank you for the privilege of sharing this testimony with you. I am Claude Patterson, Head Start Director of the West Central Missouri Rural Development Corporation, serving the nine county area of west central Missouri with headquarters in Appleton City, Missouri. I also serve as the Chairman of the Policies and Regulations Committee of the National Head Start Association.

The multi-county agency with which I work serves some 6200 square miles with a population of 133,000. This geographic area is larger than three states: Connecticut, Rhode Island, and Delaware. And, in fact is more than twice the size of Delaware and Rhode Island combined--while the population is less than one-tenth their population.

One out of every thirty persons living in the United States have been or are now enrolled in Head Start. Head Start is a comprehensive, family oriented, child development program. The comprehensive approach includes an emphasis on several components, including, education (child development), parent involvement, social services, health, nutrition and career development. We also provide special services for the handicapped.

Mr. Chairman, I share your committment to a strong family

oriented approach in the Head Start program. Strong meaningful parent involvement is one of the key factors in Head Start's success. Research has demonstrated that parent involvement is of benefit not only to the target child but also for his younger siblings. The basic assumptions of Head Start's committment to parent involvement are:

1. Parents are the responsible guardians of their child's well being.
2. Parents are the prime educators of their children.
3. Parents should be directly involved in decisions about parenting and operations of programs for thier children. And
4. Parents should have opportunity to participate in the classroom and other program activities, whether as paid employees, volunteers, or observers.

Recognition of the success of Head Start accounts for the bipartisan support of both houses of congress and the support of every President since its inception.

As you may know, at our recent annual training conference, President Reagan addressed the conference on film and said, "Thanks to your hard work, America is turning out winners". Mr. Chairman these winners are the children and families of Head Start. Studies indicate that these "winners" will experience

positive and long term effects for children, including: improved grades, better test scores, fewer grade retentions and fewer special education placements. In fact, indications are that children who have attended pre-school are more likely to complete high school and attend college and are less likely to require welfare. They are more likely to be employed and less likely to be arrested than those who have not.

Mr. Chairman as you and your distinguished committee labor with the issues of reauthorization of Head Start you will, I'm sure, be making a long term committment and reauthorization of the program which has proven itself to be the outstanding child development program.

One of the Head Start program's committments has been to the training of staff. There are several reasons why this training is essential, including the fact that there is a high turnover of staff because of the low level of the wages paid. Thus, training must be on a continuing basis. Tied in with the training is the concept of a competency based training and compentency based credential (the Child Development Associate certification). To stabilize training and technical assistance and the CDA would be a goal of those of us who are involved in the field level operation of Head Start.

The "performance standards" have occasionally come up for

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discussion and our committment to those continues. This is somewhat of an unusual position in that so often times the "regulated" wish for the changes in the regulations. However, we believe that these regulations have helped to insure the quality of Head Start. Thus, we would be happy to see these minimal standards become a part of the resuthorization legislation.

When staff are asked to continue at minimum wage or near minimum wage over a period of several years because of level funding or essentially level funding which does not keep up with the cost of living we believe it is essential to at least raise the provisions in the authorizing legislation to provide for increases to accomodate the cost of living.

In his filmed remarks to our recent Head Start conference, the President commended both the staff and parents of Head Start for helping to break the cycle of poverty and for "giving a priceless gift, the gift of opportunity". Mr. Chairman, I am both thrilled and humbled by the President's commendation. I am thrilled to be a part of helping make the difference in the lives of precious children and their families. I am, however, deeply frustrated and humbled when I realize that we are only providing services for some 20% of those who are needy and eligible. In a very real sense the "giving a priceless gift, the gift of opportunity" does not begin with the Head Start staff and parents--it begins with you and your distinguished committee. On behalf of the disadvantaged children and families with whom we work, we will thank you for your favorable action on these issues raised today.

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Written Statement

of

VERNON H. DIXON

Representing

NATIONAL INDIAN HEAD START

DIRECTORS ASSOCIATION

Mr. Chairman and Members of the Committee.

My name is Vernon Dixon, I am the Director of the Indian Head Start program of the Nevada Inter-Tribal Council in Reno, Nevada. I also serve as a board member on the National Indian Head Start Directors Association. In that capacity, I work with 94 Indian programs serving approximately 13,000 children in 24 states. Some of our programs operate in a pueblo setting alone while others are more broad based and are conducted in a multistate area serving thousands of children. We are as diversified in our settings as we are in culture, representing many different Tribal and ethnic groups.

The programs within our division, Indian and Migrant, are national in character and therefore, solutions to our needs must be national in design. We are a unique Head Start population, in respect to the nation to nation relationship of our grantees to the federal government, as well as in our diversity. We are a "national" region, but we have always been and remain today an integral working part of the entire Head Start structure and of the National Head Start Association. We operate under the same income eligibility standards, the same performance standards and the same criteria for handicapped services. We would most definitely not want this changed! We share the aspirations of Head Start programs everywhere, to

provide the best possible programs for children and families in accordance with the laws of Congress, the administrative regulations and organization that have been carefully nurtured through cooperative planning with regulatory agencies, parents, staff, support organizations such as ours, and that tremendous body of friends and communities that is the heart of Head Start.

We are proud of our "track record". We hope to build cooperatively for an even brighter future. In most Indian and Migrant settings, the Head Start program has been and presently is the focal point of child and family services and in many cases, it is the only program, or family service available.

In this room, the stark poverty of Indian and Migrant settings seems far away. But it is not, for in this room, in the Capitol, at the White House, and in ACYF are made the decisions that affect, negatively or positively, the very lives of the children and families we serve. We believe that through our grass roots involvement we can genuinely and realistically provide insite to you who make these decisions, if you will respect our expertise and knowledge about the needs of our children, families and communities and of what is needed in legislation and organization in order to effectively and accountably meet these needs.

It is for this reason that we appeal to you now, in reviewing proposed legislation, to consider our concerns. We do not maintain that the status quo is sacred. Indeed, the face and character of Head Start has continually changed since its inception, but most successfully when it has changed responsively to need from our level upwards. We have become stronger, more responsive, more accountable. Head Start has fulfilled the expectations of this Congress and of those preceeding it and earned universal respect across the land.

In reviewing proposed legislation, we see no provision is made to protect a design that has been working productively, continually, and accountably in building high quality Head Start programs. We are beginning to experience drastic changes in direction and focus from the administrative level which ignores the unanimous objection of the governments, which are the grantees. We are most concerned regarding the direction in which we are moving and in this directions ability to effectively serve our unique population of children and families.

In the last number of years, by administrative arrangement, the Indian and Migrant Programs as a national division, was in a position to work effectively with tribal governments, as part of the trust responsibility between the tribes and the federal government. The division, as the national division, better met the needs of the unique and diversified populations it served without endangering that relationship.

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It is able to concentrate specifically on these populations and to formulate policies which will account for:

1. The diversity of the cultures and geographic locations involved.

2. The mobility of the Migrant populations and the adjustments which must be made to effectively serve this community.

3. The unique relationship of government to government which cannot be circumvented in working with Indian populations.

None of the regions of the Head Start Bureau are prepared to deal with such unique needs.

We therefore, recommend that the Indian and Migrants Program Division be maintained as a division within the Head Start Bureau and respectfully request that the legislation specifically designate this division as the administrative arrangement intended. In this way, we can be assured of some administrative stability, that can be responsive and accountable to you and our programs.

We have been most appreciative of the guarantee for the cost of living increases which our programs have received. This guaranteed cost of living increase continues, universally to all of the programs in our division. The need for the cost of living is to pay for the high costs associated with Indian reservations. We are appreciative of the fact that you have recognized this by its continued inclusion in the proposed legislation. We can guarantee, in return that it will be utilized for its original intent. Although, the need has not

changed, we believe that its intent within the law is presently being undermined, again through administrative procedures.

In future months, cost of living increases are to be given conditionally according to criteria, qualifying a program for receipt of the same. The purpose of this cost of living increase has no relation to the conditions imposed and to utilize one against the other appears to be a direct conflict with the original intent of inclusion of this provision in the law.

The cost of living increases should be given unconditionally to all Indian and Migrant programs for "each subsequent fiscal year" as the law intends and we would suggest that the legislation further clarify this so that administrative manipulations can no longer withhold or reduce, for individual programs, what is lawfully theirs.

Conversly, to provide the very best for our children and families we must be in a position to revive training and technical assistance services which are locally designed and administered in our geographic areas. The breakdown of our present system and again our objections or recommendations being ignored by ACYF is extremely frustrating and dangerous to program stability and quality.

We are rural and isolated communities, as a general rule, with a few professional resources. Those few that are and have been available are utilized beyond effectiveness to provide comprehensive services to our programs. The strength of our training and technical assistance is in our abilities to self

determine its direction, communicate, cluster and cross share resources. All programs, large and small, can be enabled to provide equal quality training with cost effectiveness in this manner. Each program needs to be able to determine its best training design based on its own needs and if a resource provider is needed: this provider must be located centrally to the programs involved; close enough to be effective in service delivery; and, must be a provider which understands our programs, our unique characteristics and needs of Head Start as a whole. This is necessary in order to insure the most effective service and research into all training resources available.

We, at the program level, with all the other pressures of our multi-faceted programs and budgets do not have the staff, local resources, and with such drastic reductions, the money to be able to coordinate these types of training functions through a training and technical assistance network that would insure our individual, collective and national needs are met. In the case of Indian and Migrant programs, neither do the over worked regions, not familiar with our populations. In addition, with the recent expansion effort fast becoming a reality, it is all the more important to provide knowledgable training and technical assistance.

We do not object to change, but recent administrative policies and reductions in direct training and technical service dollars has debilitated our programs. It will be difficult, if not impossible, in some cases, to provide adequate, quality training with these changes.

We endorse this portion of the proposed legislation and its guaranteed funding for training and technical assistance direct services but wish to emphasize that training and technical assistance should be built through established, effective networks, within prescribed standards, to meet the needs of programs and to foster program and management improvement activities. This type of guarantee will further the cause and maintenance of quality within Head Start.

The inclusion of USDA dollars from the Child Care Food Program into the Head Start budget has been a concern of the National Association and ourselves for quite some time. When this was proposed previously we, through our National Association network adamantly objected.

As the program is administered now we are accountable for quality nutrition services as a strong support function. To transfer these dollars would dilute the focus of these dollars in our programs - they would be lost in the budget. What formerly were adequate dollars for nutritional services may not necessarily be sufficient to meet these needs. Inclusion

in our budgets would involve a loss of dollars for nutrition as the dollars are capped and would not allow for expansion and particularly, would be a loss for those programs paying indirect cost. If budget pressures increases as they have recently, it would also seriously endanger the quality of our nutritional services through the necessity of weighing one need against another. We wish to provide the best in all performance areas for our programs and recommend these dollars be maintained in the Child Care Food Program, separate from the Head Start budget.

In conclusion, gentlemen, Head Start is already a credit to the nation, it has been from the beginning. It requires no more tests or hurdles to attest to its high esteem in Congress or the Administration. Head Start is a cost effective program and a model for human services. If restructuring the existing administrative arrangement and training technical assistance networks, which are tested effective systems for our programs under the guise of "in-house reorganization," then the quality and future of existing and expansion programs is in question. Head Start began as a great social effort at a time of national tragedy. It has faced and met challenge after challenge and grown responsively to program needs, not political needs. It has earned universal respect, it is a program that works. It does not require extensive reorganization. It does, however,

require legislation which, by its language, insures that these effective systems which are in place, continue to operate responsively. It also requires adequate funding in order to insure that this can occur.

We offer the full cooperation of our IMPD grantees and the associations that represent them now and in the future. We do this in the spirit of all that is Head Start - our nations most precious natural resource - its children.

Thank you.

145-6J Presidential Boulevard
Paterson, New Jersey 07522
April 30, 1984

WRITTEN STATEMENT IN LIEU OF APPEARANCE

Mr. Ron Hunt, Clerk
Subcommittee of Family and Human Services
Committee on Labor & Human Resources
United States Senate - Room SD-428 Dirksen Senate Office Bldg.
Washington, D. C. 20510

Dear Mr. Hunt:

I wish to notify you and submit for the written record our wholehearted support of H.R.5145/S.2374 "Reauthorization of Head Start". It is vital that this important pre-school program continue. The bills now before Congress would extend these services for another five years for children four years old and handicapped children ages 3-5, 90% of whose families live below the U.S. poverty guidelines. Almost 2/3 are minority.

We feel these children need the extra year of school and must continue to receive the comprehensive services provided by Head Start for the following reasons:

a. For nearly 20 years, Head Start has improved the lives of millions of poor children and families by providing education, health, social services and job opportunities. (i.e.) In our recent flood disaster here in Northern New Jersey, Paterson Head Start opened its doors as a clothing repository for local families, both Head Start and community, who had lost irreplaceable personal possessions due to flooding and overflow of the Passaic River.

b. Research shows that Head Start works!! It has taught low-income families to be self-sufficient, to the extent that their incomes allow; improves children's chances in public schools and above all has proven to be cost effective.

Program innovativeness has been a watchword in the Head Start program. Here in Paterson, we not only involve the total family in our daily activities, but also involve other community agencies. Some examples are: our contracts with the Bergen County Urban League to provide work experience for senior citizens, salaries being paid by the League; and non-monetary work through the Pick-Up Program and the Passaic County Probation Department. In our Social Services Unit, arrangements have been made between the graduate school of Social Work at Rutgers University and Head Start whereby graduate students are placed in various facets of social service operation, serving as case managers, learning how to screen for high risk, etc. At the same time, they increase the amount of time worked by the Social Service Unit by 74 hours per week.

Other areas of community involvement is membership in the New Jersey Anti-Lead Coalition, membership in Concerned Parents for Better Housing, a Nutrition/Education Program which trains parents for marketable skills, physical fitness programs in conjunction with the YMCA and representation in the newly formed Paterson Education Foundation, whose primary purpose is to improve the quality of classroom instruction by inviting competitive proposals for mini-grants to teachers willing to try innovation approaches.

Paterson Head Start's array of community activities also includes an adoptive physical education students program. Students from William Paterson College under the direction of a faculty supervisor do practicum physical education work in classrooms, especially gross motor coordination with our handicapped children. This program is an important complement to other work in the Handicapped Services program, whereby a contract for services of a Developmental Pediatrician links the Head Start program in Paterson with a newly expanded child development center at St. Joseph's Hospital.

Within Paterson's population of 137,970, there is a considerable poverty population according to the 1980 census. 21.9% of these were determined to be at or below poverty level. Strongly correlated with the prevalence of poverty is the phenomenon of female headed households with dependents less than 6 years of age. In the 1980 census, of 12,058 children aged 4 and under, 40% were in poverty. From these data, it can be concluded that these same 40% would be eligible for Head Start in 1984, a minimum of 2,398. Currently the Head Start enrollment for Paterson is 405.

Clearly in Paterson there is simply a huge unfilled demand for Head Start care for children from poverty families. Examples of how Head Start attempts to fill the gap are: assistance to families to get lead screening from the Local Board of Health due to a 15% drop in Medicaid clients due to the tightening of eligibility standards. Free (in-kind) donations by medical/dental/mental health clinics of services to non-Medicaid eligible families referred by Head Start, and membership in food pantries (since food shopping centers are located outside target areas).

The objective of supportiveness to families is crucial for a community in which there is such a high percentage of female headed households with children under 6 years of age. Within the framework of the Head Start program, the pre-school child in such a family is provided with some of the basic requisites of childhood that relate to optimal functioning; psychological security, intellectual simulation, and proper nutrition. In the same framework, parents are helped to improve parenting skills and to function more effectively in the community. Under Head Start Performance Standards issued by the Department of Health and Human Services, services offered constitute a comprehensive array of educational health (including nutrition, medical dental and mental health) and social services as well as special services to handicapped children.

Parent Involvement: -- Because it is Head Start's philosophy that the gains made by children must be understood and built upon by the family, Concerned Parents for Head Start includes as a fundamental part of its operations the fullest involvement of parents in decision making process of the program and the development of opportunities that will help them become more potent forces in the social system. Parents, elected by their center and classroom parent organizations, serve on the C.P.H.S. Board of Directors and Policy Council, acting as liaison between their centers and the Head Start administration. The responsibility of the Board & Policy Council is to oversee the daily operation of the program and to approve all curriculum and budget matters. Other areas are parent volunteers in the classroom, kitchen, and clerical unit.

In view of the facts as presented above, as well as others we may not have covered, we respectfully and urgently request that Head Start be re-authorized

for the full five (5) years through S.2374/H.R.5145. We believe in an America where children's chances to develop, learn and thrive should not depend on the wealth of their families or the state or class they happen to be born in.

We believe our national government should guarantee these basic necessities to children if their families cannot, not only because it is morally right but because the future of our democratic society depends on it!!

Thank you for entering this testimony into the record.

Very truly yours,

Helen Van Riper

HELEN VAN RIPER

HVR/bms
Encls: (5) copies
Senator Bill Bradley
Senator Frank Lautenberg
Congressman Robert A. Roe
C. Dickey, Exec. Director CPHS
Carolyn Atherly, Pres. N.J. Head Start Director's Assn.
Ciro Scalera, Asso. for Children of New Jersey
Eugene Kephart, Pres. National Head Start Directors Assn.
Marian Wright Edelman, Children's Defense Fund

316 East Pershing Blvd.
Cheyenne, WY 82001
April 17, 1984

Mr. Ron Hunt, Clerk
Subcommittee on Family and Human
Services
Committee on Labor and Human
Resources
U. S. Senate, Room SD-428
Dirksen Senate Office Building
Washington, D. C. 20510

Re: Statement for the Hearing Records--
Reauthorization of Head Start Program

Dear Mr. Hunt:

I would like to take this opportunity to strongly urge the continuation of the Head Start program. In Cheyenne, and in the other nine communities in the state of Wyoming with Head Start programs, it is an essential, vital, viable resource for children, one that would be irreplaceable from other sources.

Wyoming has limited resources for families. Head Start is one of the most important programs in the state. The more imaginative and progressive communities which have Head Start programs in Wyoming would have little to fall back on if the program was not reauthorized. Wyoming's small population and its extremely limited view of the outside world, its ongoing battle with progress, is a definite hinderance to the state in general. Relatively speaking, Wyoming schools are scholastically well above average, but the special schools which other states have in abundance are rare here. Head Start does indeed give a sizeable number of Wyoming children a head start in the full sense of the term.

My professional background extends over a 36-year period as an executive secretary and administrative assistant. The last five years have been in the public sector in Wyoming. Those five years have placed me in a position where I have personal knowledge of the Head Start programs in Wyoming. For many children in this state, then, it would be a loss beyond description. I suspect other states may be the same.

Head Start must be reauthorized.

Yours truly,

Jeannine R. Stallings

(Mrs.) Jeannine R. Stallings

National Migrant Head Start Directors Association

TESTIMONY

ON BEHALF OF

MIGRANT HEAD START CHILDREN AND PROGRAMS

FOR THE REAUTHORIZATION

OF

HEAD START

The National Migrant Head Start Directors' Association represents 23 migrant Head Start grantees, 45 delegate agencies, serving 19,000 migrant children across the United States. Our programs are vast in terms of geographical areas covered and the unique support systems migrant Head Start grantees have developed in order to service families better.

Migrant Head Start grantees are referred to, within their own context, as either "homestate" or "upstream" grantees. A home state grantee is a program providing Head Start services in what is considered a migrant's home state. The home states include, mainly, California, Florida, Texas, Arizona and New Mexico. These programs provide Head Start services anywhere from six to nine months per year.

Upstream grantees provide Head Start services for migrant families as they travel to farm labor sites for work. Upstream programs provide Head Start services for migrant children and their families for periods varying from three to seven months. Consequently, migrant Head Start programs have to gear their efforts toward meeting a national mobile population of children. Linkages, coordination and communication among all 23 migrant Head Start grantees throughout the country are extremely essential for consistency and continuity of services for migrant children and their families.

At the same time, each grantee must develop its Head Start program at the local level in unique ways so that the mobility factor is always addressed. For example, the Texas Migrant Council (TMC) provides Head Start services in the "homestate" of Texas during the majority of the year. As children and families start their farm labor migration, TMC moves its Head Start program to northern states where child development services for migrant children would be limited or

non-existant. TMC must link in with other migrant service agencies within those states for auxillary services, referr l, resources, and support.

The East Coast Migrant Head Start Project, based in Virginia, contracts delegatee agencies along the Eastern seaboard to provide Head Start services to migrant children as they leave the Florida centers o travel with their families along the East Coast and into the Mid-west. Their regional coordinators provide technical assitance andd training to these delegate agencies in the states of Florida, Alabama, South and North Carolina, Virginia, Delaware, New Jersey, Georgia, Pennsy'vania, New York, Massachusettes, and Maryland.

Many of the other Migrant Head Start grantees cover either entire states like the Idaho Migrant Council and the Community Action Program of Central Arkansas or large regions of highly migrant populated states like Stanislaus County Department of Education in north central California.

Most migrant Head Start grantees are multi-purpose agencies that provide auxiliary services for migrants through other state local, and/or national contracts. Consequently, other resources and services are networked for migrant children and their families to the maximum possibility.

Migrant Head Start grantees acknowledge the interstate travel of farmworker families by committing time and re ources to the continuity of Head Start services. Efforts are both formal and informal, long run and immediate. For example, the National Migrant Head Start Directors' Association designed and implemented a parent held child service record which documents for both parents and programs health, handicap, dental, and developmental services. Because of this effort, haraful re-immunizations have been reduced. Serveral agencies are currrently implementing a Continuity Record reflecting education skills. Services to handicap children are also a primary source of grantee cooperation with appropriate releases, referrals and follow-up secured at both ends of the stream.

An example of the continuity of handicap services for migrant children was when the East Coast Migrant Head Start Project contacted the Michigan Head Start grantee (MEMD) about a migrant child who left their program before the results of a positive lead screening were received. The home state program only knew the child was in Michigan. Through their state-wide network system, MEMD found the child, enrolled him into the program and did the follow-up and treatment for lead poisoning.

Migrant Head Start grantees also develop and share bilingual/bicultural materials and curriculum, plus exchange ideas and systems on how best to meet the Head Start Performance Standards for a mobile population.

Because of travelling across state and regional lines, migrants are considered a national population. In order to serve migrant children and their families more effectively, Migrant Head Start grantees have developed networking systems nation-wide. Because of this, Migrant Head Start grantees are committed to the continued maintenance of a national office with a national focus for the delivery of Head Start services to migrant children and their families. Any attempt by the Administration of ACYF to dilute this national focus, that has been in the legislation since 1971, would break the existing networking system for continuity and consistency of services for a child population that knows little continuity and consistency.

Because of the rural settings in which we operate programs, we are faced with substantial problems that all rural poor populations face. Our programs and families are located in very isolated areas. Finding licensable facilites in the isolated, rural areas is difficult. Once found and renovated there is little assurance we can keep them if local communities decide they want their facility

for another purpose. Our transportation needs are great as costs soar and vehicle use is stretched to the maximum in covering many rural miles daily to bring children from the camps into the centers. Isolated areas also translate into scarcity of other supportive services, such as social, nutritional, dental and medical .

Obtaining adequated and timely health and handicap services is crucial for migrant children. Statistics show that migrant children are, indeed, at high health risk. Handicap statistics for migrant children reflect that they deviate from the rest of Head Start Handicap Statistics in areas of physical and health impairments as the following chart illustrates:

Handicapping Condition	ACYF Statistics*	Migrant Statistics**
Blindness	.3%	.2%
Visually Impaired	3.1%	5.0%
Deafness	.4%	.2%
Hearing Impaired	3.9%	9.0%
Physically Handicap	6.9%	17.0%
Speech/Language	55.0%	27.0%
Health Impaired	11.9%	30.0%
Mental Retardation	6.3%	4.0%
Emotional Distrub.	6.3%	2.0%
Learning Disabilities	5.3%	2.0%

*Three year average (1978, 1979, 1981) of National ACYF Handicap Statistics

**Handicap Statistics from the 1983 PIR data.

One area of greatest need is the continuation and expansion of Head Start services to migrant children under the age of three. These are the children of greatest risk. They are the ones left in trucks or brought to the fields so families can work. Many migrant Head Start programs know of children who have died under these conditions or who have survived near-death situations.

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Although our obstacles are many so are our successes. The Head Start program has truly been the most important and effective service for migrant children and their families in our communities. It is impossible to quantify the effect of a deaf child who has just heard his first words with the help of a hearing aide provided by Head Start; or the effect of pride among parents as they pitch in to help renovate a building; or the effect of community spirit as local residents and migrants get involved with the migrant Head Start project; or the effect of staff commitment and love toward the children in the program; or the degree of mutual respect that develops between the migrant and local community staff members as they work together for the common goal of serving children. The list goes on.

Because these non-quantifiable effects of Head Start are long-lasting and profound, because Head Start has proven itself over and over as a program that not only works but a program that shines, we stongly support the five year reauthorization of Head Start. Head Start builds on family strengths, empowers parents, and in many communities, particularly the migrant communities of the labor camp in the north or the orange grove in the south, it has becom a corner stone of credibility, dependability, and accountability.

The collective genius that conceptualized Head Start nearly 20 years ago, truly knew the strengths and needs of children and families. The basic components of Head Start with the emphasis on parents as key influential people in their childrens lives, was the first wholistic approach to child development within the context of the family. Head Start not only has a high degree of respectability within our country but also it is being looked at as a child development model in other countries. Clearly with the high degree of credibility and accountability that Head Start has, a five year reauthorization is a justified Congressional and Administrative response for Head Start consistently surpassing its original goals and objectives.

We support the Administration of Children, Youth and Families to be the administering agent for Head Start. However, we must state that we are alarmed at the current position of ACYF to allow for only one year of eligibility for Head Start children. We see this position as extremely dangerous for continuation of the effectiveness of Head Start as we currently know it. For ACYF to consistenty try to fix something that isn't broken leaves us in doubt of the sincerity of this Administration's commitment to Head Start.

We support the competitive bid process for new grantees as long as there are no existing fiscally or programatically sound Head Start agencies in the area. To do otherwise would leave Head Start vulnerable to political influences for funding instead of service delivery capability and accountability. We also support the funding for Head Start Technical Assistance and Training at the 1982 level. We see a need for continuing support the CDA effort. We oppose the transfer of Child Care Food money into the Head Start budget for fear of diminishing the nutrition components of our programs. We support a renewed emphasis from ACYF on the Head Start Performance Standards as without this renewed commitment we see the potential of the very foundation of Head Start eroding.

38-693 O—82——7

WRITTEN TESTIMONY

SUBMITTED BY

MRS. MAE DUGGAN

PRESIDENT

PARENTS RIGHTS, INC.

As President of Parents Rights Inc., I would like to commend Senator Denton for the fine leadership he has provided, as Chairman of this Subcommittee, on behalf of the traditional family. Many dedicated mothers deeply appreciate his sincere concern as expressed in many previous committee hearings.

Parents Rights, Inc. was formed in 1967 with the expressed purpose of "protecting the legal rights of parents to control the education of their own children". The basic human right of parents to control the destiny of their own children is fundamental to the sanctity of the traditional family.

Unfortunately our government has been responsible, in many ways, for the breakdown of the traditional family structure in America: for example, by promoting secular humanist values in the public educational system, through such courses as sex education and through the general inculcation of values clarification and behavioral modification; by promoting secular humanist values in many social service programs, such as family planning and abortion programs, which even go so far as to deny parents mandatory consent in birth control decisions; by promoting economic disincentives to full time motherhood, such as inflation, high taxes and high interest rates, all of which have made the most basic commodities of life, especially shelter, marginally to totally unaffordable for most single-working parent households, as well as failing to acknowledge the decline in the real value of the federal standard tax deduction for children, providing large Individual Retirement Account tax deductions for working women and not for full-time mothers, and providing tax deductions for child care related expenses. Many more examples could be cited here. The net effect of these policies is to pit the tremendous weight of government against the traditional family in which the mother sacrifices material reward in order to provide the intimate loving care required by children for long-term stable development and maturity.

The proponents of expanded government incentives and direct funding for child care (away from the home) cite statistics that the traditional family now makes up less than 10% of all types of modern family structures - an obviously deflated figure which ignores causation. This statistic is used to undercut and deny influence to pro-traditional family forces and arguments - assuming, by implication, that all working mothers desire to be in this unfortunate position! Many of these proponents seem to view the breakdown of the traditional family as a desirable and commendable development. For example, we now have feminist economists calling for expanded child care tax deductions - as an incentive for mothers to work full-time so that we can stimulate the economy!

The absurdity of government promotion of the breakdown of the traditional family is that it doesn't save the government money - rather, it increases the need for more government programs thus increasing the tax burden and forcing more women into the work force. Psychologists are increasingly aware of the latent social problems which result from the deprivation of loving care associated with surrogate motherhood. A lack of motivation for education, adolescent vandalism and crime, alcoholism, drugs, teen-age pregnancy, depression, and many other youth problems are in great part directly attributable to the breakdown of the traditional family.

* * * * * *

The demands for expanded early childhood (public) education programs must be viewed in the context of the decline of the traditional family. These programs are less designed and intended to assist parents in the education of their pre-school children (a questionable function of government at best). Rather these programs are part of the larger trend toward surrogate motherhood by child-care (and allied) professionals.

Initially, early childhood education programs were justified mainly for developmentally delayed children. However, examination of present tests and standards used to determine developmental delay problems reveals that the intent is to maximize the potential number of children involved in the programs, regardless of actual need. The determination of developmental delay problems in children is by no means an exact science - some children are good learners in specific areas at age two, while others don't blossom until age eight or nine. It does a great disservice to those children who blossom later to categorize them as functionally delayed because their learning abilities don't meet some flawed and unscientific tests.

There exists no unanimity of scholarly opinion on the efficacy of early childhood education. According to research by Dr. Raymond Moore[1], none of the data generated from experimental early childhood education programs is conclusive as to long-range cognitive benefits. There are some discernable cognitive benefits in the early grades, but the gap in achievement narrows in later years. Of course, one should expect some early benefits, given the low staff/child ratios of most of the programs, which typically cost in the range of $3,000 per child per year.

As for the general provision of early childhood education regardless of "stage" of development, some research shows that the child is much better prepared psychologically for later years of education (starting at age 5 or 6) when the child is reared at home rather than educated or reared away from home in the early years.

* * * * *

I believe that the Head Start program should be addressed within the context of the discussion of both the decline of the traditional family and of the efficacy of early childhood educational programs.

Head Start is targeted towards low-income families. It is precisely the poor and minorities who have experienced the greatest breakdown of the traditional family structure. Numerous studies of government assistance programs for the poor have conclusively shown that many of these programs have seriously eroded this family structure; there is an extraordinarily high number of single parent families in the low-income black population today compared to just twenty years ago when many of these programs were initiated. Clearly, this attrition has had a devastating effect on child development in the poor black community among others.

One must assess the impact of Head Start in this context. It is alleged that one of the strengths of Head Start is parental involvement in the program. However, how much have community based Head Start programs contributed to the decline and breakdown of the traditional family structure within these targeted populations? We are sure not to see any explicit empirical data on this subject generated by Head Start professionals. In my review of previous oversight committee hearings, I have yet to see any convincing data that parental involvement is so widespread. We must not overlook the fact that , even with parental involvement, Head Start programs remove children from their home environment at an early age. This may be good for some children - however, it does not serve to strengthen traditional family bonds which are the true source of upward bound mobility and motivation for children.

Previous committee hearings on the Head Start program have not generated any

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conclusive data that these programs produce long-term cognitive benefits, so promised to initiate the upward mobility of poverty-ridden children. Statements have been made on the success of Head Start as a referral service for other assistance programs, including nutrition, health, housing, etc. Considering that the average cost per child per year of Head Start is over $2,100 (and given the lack of any conclusive data on cognitive benefits), this appears to be a very expensive referral service indeed. And it is likely one riddled with political benefits for local ward healers.

In conclusion, Congress should look through all the special interest claims of program success, and seriously investigate the management and results of this project. To the degree that it fails to achieve demonstrable cognitive benefits and contributes to the weakening of the traditional family structure, it should be eliminated.

* * * * *

1. Hewlitt Research Center, 36211 S.E. Sunsetview Rd., P.O. Box 9, Washougal, WA 98671.

ADDENDUM

It has come to our attention that private schools which administer community based Head Start programs are being forced by the federal government to pay unemployment compensation to program employees during their summer absence of employment. This is a tremendous financial obligation for many private schools, and we urge you to investigate and reform this burden.

TESTIMONY ON THE REAUTHORIZATION OF
HEAD START FOR THE SUBCOMMITTEE ON
FAMILY AND HUMAN RESOURCES

SUBMITTED BY:

Lewis Black, President
Board of Directors
Alabama Council on Human Relations

Tracy Martin, Chairman
Policy Council
Lee County Head Start

TESTIMONY ON HEAD START REAUTHORIZATION

On behalf of the Alabama Council on Human Relations and the Lee County Head Start Program, we would like to submit the following testimony on the Reauthorization of the Head Start Program.

The Alabama Council on Human Relations is a statewide membership organization dedicated to improving the lives of poor people in Alabama. Headquartered in Auburn, Alabama, the Council administers a variety of programs which provide assistance to low income people. The largest program that the Council administers is the Lee County Head Start Program which serves 624 children and families from three centers, two centers located in Auburn and one center in Opelika.

The Council has been involved with the Head Start Program since the program's inception in 1965. Over the years, we have watched the program grow and develop and have observed many children and families benefit in a multitude of ways from the program. We have seen first hand the advantages that the Head Start program offers to poor families.

Head Start is recognized as one of the most successful federal programs for low income children and their families. Study after study has shown that Head Start does make a difference. Head Start children score higher on intelligence and achievement tests, are less likely to drop out of school, fail a grade or require special education classes. In studies of Lee County, we have found that our Head Start children perform better in school than non Head Start children from similar backgrounds. On entrance placement tests for public school, the Lee County Head Start children are almost always placed in the proper grade. In the past two years only 8 of the 624 children we serve were not placed in a first grade class.

Over the years the quality of Head Start has been retained and reinforced. Head Start stresses the development of the total child and involves the Head Start family as a unit. In addition to providing classroom instruction, the program provides nutritious meals, medical and dental care, social services, and parent involvement. Lee County Head Start views the parent involvement aspect as a way to provide training to parents in order for them to secure employment. Because of this training many of our Head Start families are lifted out of poverty. Since one of the concepts of Head Start is to provide opportunities for Head Start parents, the Council hires Head Start parents and former Head Start parents whenever possible. All of our social service workers are former Head Start parents. Of the 56 teachers and aides in our program, 40 are Head Start parents or former Head Start parents. The three people on our

health staff are former Head Start parents.

In a county like Lee County, as in most poor counties, the need for the Head Start Program is vital. A large percentage of the population of Lee County falls below the federal poverty guidelines. The per-capita income in Lee County is $6456 which is below the average for Alabama of $7434 and the national average of $9511. The infant mortality rate for Lee County is 16.5. This is higher than the state's infant mortality rate of 15.1 and the national average of 11.0.

In order for the Head Start Program to remain a quality program and to continue to adequately serve the low income children and families of this country, we would like to strongly recommend that the following six points be included in the Reauthorization Bill for Head Start:

1. The Head Start Program be reauthorized for 5 years with a $1.2 billion authorization in Fiscal Year, 1985, $1.4 billion in 1986 and such sums as may be necessary for each succeeding fiscal year ending prior to October, 1989. This slight increase would allow 60,000 additional children to benefit from the services Head Start offers.

2. The Secretary administer the program through the Administration of Children, Youth, and Families to ensure that the program is under the direction of professional.

3. Funding for training and technical assistance, child development associate training, CDA assessment and credentialin, and resource projects be mandated at FY 1982 level. Since Head Start relies on volunteers and encourages parents to become staff, the training, technical assistance, and Child Development Associate and Credentialing programs are vital aspects of Head Start.

4. Head Start Programs be given priority in the allocation of funds so that the Secretary must designate existing grantees within a community as Head Start agencies if the agencies meet program and fiscal requirements. Head Start Programs have an excellent track record in delivering Head Start services.

5. Head Start Programs be allowed to provide more than one year of Head Start services to children. Many children require a second year to benefit totally from the program, especially handicapped children.

6. The section on Performance Standards be strengthened to state that "any revisions in such standards shall not result in the elimination of nor any reduction in the scope or types of health, education, parent involvement, social or other services required to be provided under the standards in effect of November 2, 1978". This replaces a requirement that revisions shall result in standards which are no less comprehensive than current performance standards.

These six very positive and important changes in the Head Start legislation will strengthen the Head Start Program and maintain the integrity of the program. We, therefore, urge you to give the recommendations your utmost consideration.

PICKENS COUNTY HEAD START PROGRAM
1983-1984

The Pickens County Head Start Program is beneficial to: (a) Pupils, (b) Head Start Parents, (c) General Public, (d) Head Start Employees, and (e) The Economy of Pickens County:

(a) Pupils: The Head Start Program provides nearly an even start to 160 disadvantage children in the education arena. It enhance the self-esteem involving children in the Head Start Program. The Head Start Program provides: Education, Health (dental, medical,& mental health), & Nutrition services. The Head Start Program helps Handicap children feel at ease in the mainstream of society.

(b) Parents: The Parents of 160 children are involved in planning decission making and other faces of the Program as they are related to their children. The Program makes Parents feels that they are involved in services related to their children. The Program provides job opportunities for some parents.

(c) General Public: The Head Start Program develops the awareness of the needs of Head Start age children. The general public is provided an opportunity to become supportive of a good cause.

(d) Head Start Personnel: The Head Start Program is a means of lively hood for 30 staff personnel. It gives them an opportunity to serve children and Parents.

(e) The Economy of Pickens County: The Head Start Program has a budget of $303,411,000.00 and most of it is spent in Pickens County. Several persons are benefited indirectly through the Head Start Grant in Pickens County.

Because of the above services that the Pickens County Head Start Program offers we urge your support of Bill # S.2374.

William M. Rice
WILLIAM M. RICE, PICKENS COMMUNITY ACTION COMMITTEE, INC., BOARD CHAIRPERSON

Robert W. Rice
ROBERT W. RICE, PICKENS COMMUNITY ACTION COMMITTEE, INC., POLICY COUNCIL CHAIRPERSON

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MILTON KIZER
Executive Director

GOBER O. ELLIOTT, *President*
Board of Directors

Community Action Agency of Colbert and Lauderdale Counties

502 E. College Street Florence, Alabama 35630-5797 Telephone 766-4330

April 25, 1984

The Honorable Jeremiah Denton, Chairman
Subcommittee on Family and Human Services
Committee on Labor and Human Resources
U. S. Senate
SD-428 Dirksen Building
Washington, D. C. 20510

Dear Senator Denton:

The Colbert-Lauderdale CAA has been the grantee for the Head Start Program for the past eighteen (18) years. We have centers delegated to five different county and city Boards of Education in the two counties.

Head Start Program Account 22 provides for six (6) full-year Head Start Centers and PA 26 is earmarked for the handicapped. Our current enrollment for Head Start is 500 and at least 10% of these children are handicapped.

The community has been extremely proud of the accomplishments of the Head Start Program and the dedication of the parents, volunteers, professional and non-professional staff members who are involved. All the Public School Systems have cooperated and given their full support to Head Start.

We the communities of Colbert and Lauderdale Counties are asking you to support and co-sponsor S.2374 and move it to the senate floor as soon as possible.

We urge you to support the minor technical changes included in the bill which definitely gives strength to Head Start. This will help to continue to deliver effective and quality services to low-income children and families and to construct on its successful record.

In order to continue a successful nutrition program we feel that food monies should not be transferred from the Child Care Food Program to Head Start and we ask you not to support this if included in any bill affecting Head Start.

We are looking forward to your support of Bill S.2374.

Sincerely,

Dan Richardson

Dan Richardson, Executive Director

An agency dedicated to helping the less fortunate members of our society

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Gadsden Progress Council
HEAD START
J. W. Stewart Head Start Center
POST OFFICE BOX 982
515 HENRY STREET
GADSDEN, ALABAMA 35901
TELEPHONE (205) 546-7431

April 24, 1984

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ACHR - LEE COUNTY
HEAD START

The Honorable Jeremiah Denton
U. S. Senate
Washington, D. C. 20515

Dear Mr. Denton:

The Gadsden Progress Council, applicant agency for the Gadsden Head Start Child Development Program, serves one hundred twenty (120) families in Etowah County which has a high rate of unemployment. We humbly request that you support the Head Start Reauthorization Bill, S.2374 which re-authorizes Head Start for five (5) years and contains provisions which guarantee that the program will be able to continue its successful operation.

We support and urge you to support the following provisions:

- The program is reauthorized for five years with a $1.2 billion authorization for FY 1985, $1.4 billion for FY 1986, and such sums as may be necessary for each succeeding fiscal year ending prior to October 1, 1989.

- The Secretary is instructed to administer the program through the Administration for Children, Youth and Families.

- Funding for training and technical assistance, child development associate training, CDA assessment and credentialing, and resource access projects are mandated at FY 1982 levels.

- The language which gives priority to Head Start grantees in the allocation of funds is strengthened so that the Secretary must designate existing grantees within a community as Head Start agencies if the agencies meet program and fiscal requirements. If there is no such agency in the community, the Secretary may designate a Head Start agency from among qualified applicants in the community.

- The section on Performance Standards is strengthened by changing the language to state that "any revisions in such standards shall not result in the elimination of nor any reduction in the scope or types of health, education, parent involvement, social or other services reqquired to be provided under the standards in effect on November 2, 1978." This replaces a requirement that revisions shall result in standards which are no less comprehensive than current performance standards.

Thank you for your consideration.

Sincerely yours,

Lula A Brown.

Lula A. Brown, Chairperson
Board of Directors

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Phone 548-2145

Lowndes County Head Start Program

P. O. Box 158
Hayneville, Al. 36040

April 26, 1984

The Honorable Jeremiah Denton
Senator
SD-428 Dirksen Building
Washington, D.C. 20510

Dear Senator Denton:

This letter comes as a plea for your support to Head Start Programs across the nation. We are asking for your strong support of S-2374 as endorsed by the National Head Start Association.

We feel that Head Start is a very worthwhile program as it caters mainly to our most valued resources, our children. Head Start provides a curriculum which encourages self confidence, self expression and self-discipline. It further provides balanced nutrition and medical attention to four year old children in counties like Lowndes, that would not otherwise receive it.

We are asking that you please consider our plea and support S-2374.

Your consideration in this matter is greatly appreciated.

Sincerely,

Fannie Morris,
Policy Council Chairperson

Arthur Nelson
Head Start Director

Project Head Start

Office of Child Development — U. S. Department Health & Human Services

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Head Start Recognized Grandparents Of The Year

From left - Pauline Peterson, Parent Coordinator and Lucille Mc Queen.

During the recent "Grandparent Day" at the Russell Head Start Center, Mrs. Lucile McQueen was recognized as Grandparent of the Year for thirteen years of continuous faithful service. Even though she had only two grandchildren to attend the Head Start Program, and it has been ten years since the youngest child left the program, she continues to volunteer in the classroom at the Fort Deposit Head Start Center each week.

It is people like Mrs. McQueen who has helped Lowndes County Head Start be a success through the past seventeen years. Keep up the good work.

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Head Start Begins Training Sessions

From left are Arthur Nelson, Head Start Director and "Exploring Parenting" trainers Mrs. Pauline Peterson, Mrs. Jeannette Gandy and Mrs. Shirley Chambers.

The Lowndes County Head Start began a program called "Exploring Parenting" on January 11.

"Exploring Parenting" is designed to help parents: 1. To get to know themselves better; 2. To get to know their child better; 3. To use this knowledge in making decisions about how to raise their child.

"Exploring Parenting" is to help parents become more aware of the skills and knowledge which they already possess, and to enhance those areas in which they feel somewhat insecure. The Head Start staff believe "Exploring Parenting" will be of great value to everyone who participates.

The "Exploring Parenting" training sessions will be held in Chapter One Building (located next to the Head Start Office in Hayneville) each Wednesday, beginning January 11 at 9:00 a.m. through March 28.

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October 20, 1983

OCTOBER PROCAIMED AS HEADSTART AWARENESS MONTH

Charles Smith, left, presents Head Start Proclamation to Arthur Nelson.

WHEREAS, the Head Start Program has touched the lives of thousands of low-income pre-school children over the last eighteen (18) years earning for itself recognition and support for its success in early childhood education and development; and

WHEREAS, the program has improved the children's medical, dental and nutritional problems through the health and nutrition aspects of the program thereby removing barriers to growth and learning; and

WHEREAS, Head Start has introduced the thousands of children in Alabama to the wonders of their world creating a quality program that provides young children with a truly "head start" in life; and

WHEREAS, Head Start has involved hundreds of parents, volunteers and community supporters in its efforts to lend all citizens (children and parents) rich and poor alike on equal grounds:

NOW, THEREFORE, I, Charles Smith, Chairman of the Lowndes County Commission, do hereby proclaim the month of October, 1983 as HEAD START AWARENESS MONTH.

In witness whereof

Charles Smith, Chairman
Lowndes County Commission
Arhtur Nelson, Sr.
Head Start Director

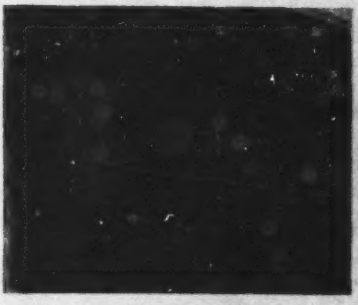
ead Start Children Attend Christmas Field Trip

ach year the Lowndes nty Head Start program s to give the children in d Start an opportunity to rience new and exciting as as well as educational periences that will engthen their concept of world outside their com- nity. For some children this kind of field trip is a way of life, but for some Lowndes County children this trip was a first time experience.

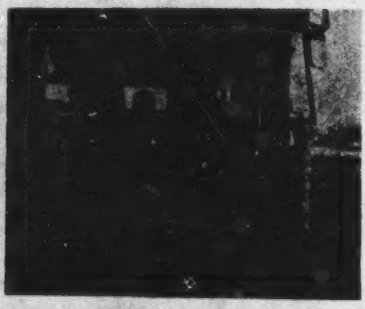
This year over 200 children had the opportunity to visit the Montgomery Mall. There they had a chance to visit with Santa, ride the train, talk to the talkingReindeer, listen to music by ball performers and enjoy the beautiful Christmas decorations. In addition the children had an opportunity to relax and enjoy a delicious meal at the Side Porch Restaurant at the Peddler's Inn where they were entertained by Raggedy Ann.

As we attempt to go into the holiday season, let us not forget the real spirit and meaning of Christmas.

Accompanying the Head Start children and staff was the Superintendent of Schools, Mrs. Uralee A. Haynes.



Leaving the "Side Porch Restaurant" after a delicious



Getting off the bus to see Santa Claus.

Waiting for a turn to ride Santa's Express Train.

Some of Russell's children talking with Santa.

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THURSDAY, APRIL 17, 1980 FORT DEPOSIT, ALABAMA 36032

Head Start Celebrates Anniversary

Local Head Stat programs celebrating Project Head Start's 15th Anniversary during May are using the occasion to issue a call for additional community resources and volunteers for local Head Start centers.

The Lowndes County Head Start Program has joined more than 9,000 Head Start centers across the country this month in honoring the achievements of the Head Start program which has served more than 7 million low-income children since it was created in May 1965.

William S. Bradely, director of the Lowndes County Head Start program, noted that 80 percent of the cost of a local program is paid for by the federal government, but that communities are required to contribute 20 percent of the cost either in cash or donated resources and services.

Equipment, building space volunteer time in the classroom and consultation and assistance from doctors, dentists, mental health specialists and experts on handicapping conditions are among the donated services that count toward the community's share of program costs.

"To make our Head Start program work effectively, we need help from professionals and others in the community who are involved

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Head Start Celebrates Fifteenth Anniversary

Start ish a simple idea, add a dash of imagination, stir in a measure of dedication, pour in community involvement. That's the recipe for one of the most successful federally-supported programs ever created. The mixture is called Head Start and few programs have earned, or deserved, more praise and recognition.

But it wasn't always thus. Back in 1969, Head Start was evaluated by a group of independent researchers and given a failing mark. The researchers concluded there was very little in the way of long-term benefits among the children who were being served. That report set the tone for a wave of criticism that surrounded Head Start. For a critical few years it looked as if Head Start might become a fatality of the ver war on poverty from which it was spawned.

The study found that pre-school experience tended influence children towards more realistic occupational goals than control children.

It concluded that children who had been through an early intervention program were more likely than control group children to respond with achievement-related persons, such as school or work achievements, for feeling proud of themselves.

And it found that 37 percent of the children who had been exposed to preschool experiences in the 1960's are now in college or had acquired steady, skilled jobs – well above the 8 percent figure of the control group children.

But, perhaps, most significantly, is the effect Head Start has had on parents. Not only did Head Start provide parents with an opportunity to participate in the education of their children, but it set the tone for an improved home envornment. The study found that 79 percent of the children who participated in Head Start reported positive relationships with their families.

Parental involvement is one of the keys to the success of Head Start. At the local level, parents set policy, help guide the operation, and provide voluntary and staff support for Head Start programs. They help recruit the variety of in-kind or cash contributions which make up the local 20 percent matching

Start programs. Head Start, too, has provided employment and educational opportunities for parents.

Parents and communities, thus, have a direct stake in a program which as a direct stake in their lives.

If Head Start has had any failures it is its inability to serve all those who are potentially eligible.

Since its creation in 1965, Head Start has touched the lives and reached the families of 7 million children. This month as Head Start begins its 16th year, the program nationally is serving some 353,000 children. The fact is, however, that there are an estimated 1.4 million other children who should be served but won't until budgetary constraints are lifted.

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Mobile Community Action, Inc.
(Also Serving Washington County)
204 East Main Street Prichard, Alabama 36610 (205) 457-5700
HEAD START a child development program

A HAND UP . . . NOT A HAND OUT

April 24, 1984

Honorable Jeremiah Denton
United States Senator, Alabama
516 Hart Building
Washington, D. C. 20510

Dear Sir:

I have written to you as a private citizen, but today, I am writing to you as a concerned Director of Mobile Community Action Head Start.

Since the inception of Head Start, here in Mobile County the summer of 1965, I have been involved, first as a teacher, then as a center director and as assistant director responsible for components, such as, parent involvement, volunteers and education to name a few. I have seen the program grow from two centers of three hundred and twenty children to our present enrollment of eight hundred and fifty-eight children, located in eight centers throughout Mobile County. In the last six years, we have served over a thousand children yearly in our program. The reason for the figure of one thousand (1,000), is the turn over in children and their families relocating or going into public kindergarten.

Over the years, I have observed the impact of the program. The majority of the children are prepared for first grade in terms of social development and basis skills involving reading readiness, math, science, music and tools necessary for learning in a school setting. The staff is trained and parent and community volunteers, which are necessary to the development of the program are very high. We have over a thousand volunteers per month, which gives us over ten thousand dollars ($10,000) in inkind.

There are one hundred sixty staff members in the Head Start component, and of that number ninety-four are either former parents or parents of children presently enrolled in the program.

We need your support for Senate Bill 2374 with no changes. The six (6) points in that bill are essential to the continued success of the program.

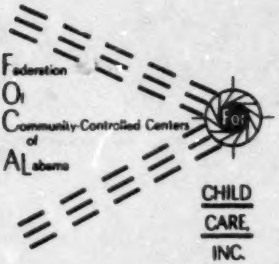
Please reconsider the bill you have pending and let us remain an autonomous group, working to alleviate poverty all over these United States of America.

Sincerely,

Frankie J. Briggs
Head Start Program Director

cc: Honorable Howell Heflin
U. S. Senator, Alabama

Sponsors of Senate Bill 2374



FOCAL, INC.

3703 Cleveland Avenue
Post Office Box 214
Montgomery, Alabama 36101
Phone: 205/ 262-3456

April 30, 1984

Senator Jeremiah A. Denton, Jr.
110 Russell Senate Office Bldg.
Washington, DC 20510

Dear Senator Denton:

This letter is a request to ask your immediate and full support of S.2374. The Federation of Child Care Centers of Alabama is a 12 year old nonprofit public agency that assists and support child care for all Alabama families that need the service. Our agency was born out of the need for and vision of adequate care and development for poor children in the State of Alabama. Over the years we have worked closely with Head Start programs and we are very familiar with the vital role Head Start plays in the educational and family support networks in our state.

In addition to the association of our agency with Head Start programs, several of our staff members have worked with Head Start as trainers, technical consultants, planners and advocates - one person has worked intermittently with Head Start since 1967. We are Head Start and early childhood development experts. We are well informed advocates of poor children.

Senator Denton, Head Start needs additional support and it needs to be broadened. Indeed, we are in difficult economic times. Yet, we are convinced that to do anything less than to meet the educational, nutritional and developmental needs of our poorest children is economically short sighted.

We urge you to support S.2374. If you have any hesitation at all please consult with early childhood professionals and children's advocates in Alabama on this matter. We know the significance of this matter and I am sure that there are many of your constituents who would appreciate the opportunity to share their solid position of support for Head Start, a program that unquestionably works.

Sincerely,

Sophia Bracy Harris

Sophia Bracy Harris,
Executive Director

SBH/cd

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PHONE
875-2450

Dallas-Selma Community Action Agency

HEAD START PROGRAM

713 JEFF DAVIS AVENUE P. O. BOX 980 SELMA, ALABAMA 36701

April 2?, 1984

Senator Jeremiah Denton
Children's Defense Fund
122 C Street, N.W.
Washington, D.C. 20001

Dear Senator Denton:

We are asking that you please support the Reauthorization of Head Start for five years and the provisions of S.2374. Head Start is a valuable program and S.2374 is vital to Head Start's continued effectiveness. In order for Head Start to remain strong, emphasis must continue to be placed on children, parents and community involvement. Without your help and support we will not be able to continue the services that have been provided by Head Start throughout the years.

We kindly invite you to visit our program when you are home again, to see what our program is doing for children and their family. Enclosed is an album of our children and program during the 1983-1984 Program Year.

Again, your support is very much needed.

Sincerely,

Rosalyn Perkins
Policy Council Chairperson

Enclosure

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DCS

Dothan City Schools

Gene J. Watson
Superintendent

500 Dusy Street
Dothan, Alabama 36301

April 24, 1984

Jeremiah Denton
United States Senator
United States Senate
Committee on Labor and
Human Resources
Washington, D.C. 20510

RECEIVED
APR 26 1984
ACHR - LEE COUNTY
HEAD START

Dear Senator Denton:

This is a letter of support for S. 2374 that reauthorizes the Head Start program for five additional years. As Project Director of the Dothan City Schools Head Start program, I have observed the positive results of the services provided to children and families for a period of four years. Our program has expanded from service for 40 students to service for 220 students.

Please consider voicing your support for the following areas:

1. Support the reauthorization for Head Start for five years through October 1, 1989.

2. The program needs to continue under the administration of the Administration of Children, Youth, and Families.

3. Funding for training and technical assistance, CDA training, assessment and credentialing, and resource access projects should continue at FY 1982 levels at a minimum.

4. To give priority to Head Start grantees in the allocation of funds so that the Secretary must designate existing grantees within a community as Head Start agencies if the agencies meet program and fiscal requirements.

5. To extend the service to Head Start children for more than one year.

6. To strenthen the language on Performance Standards to state the "any revisions in such standards shall not result in the elimination of nor any reduction in the scope or types of health, education, parent involvement, social or other services required to be provided under the standards in effect on November 2, 1978".

Thank you for your attention and consideration of these items.

Sincerely,

Rebekah Troutman
Project Director

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SEARP&DC

MEMORANDUM

TO: The Honorable Jeremiah Denton

FROM: James T. Willoughby, Director
Childhood Development

SUBJECT: Senate Subcommittee Hearing on Head Start Reauthorization Bill

DATE: April 24, 1984

I am writing you with reference to S.2374 which has been introduced by Senators Stafford, Welcker, Eagleton and Dodd.

The six points listed in S.2374 are very important for the continuation of Head Start Programs to deliver effective and quality services to children and families.

Head Start Programs provide excellent training for low income students and prepare them to enter public schools on a level equal to other students.

We oppose the transfer of Head Start's food monies from the child care food program to Head Start.

On behalf of the Southeast Alabama Regional Planning and Development Commission and the Head Start communities, we are requesting that you co-sponsor S.2374 and work for its passage as written.

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P. O. Box 307 566-1712
ORGANIZED COMMUNITY ACTION PROGRAM, INC. TROY, ALABAMA 36081
Community Action Agency of
BULLOCK, BUTLER, COVINGTON, CRENSHAW, DALE, LOWNDES & PIKE COUNTIES
Head Start Program of
BULLOCK, BUTLER, COFFEE, CRENSHAW & PIKE COUNTIES

DEPARTMENT OF OPERATIONS
HEAD START 566-2506
BRANCH OFFICES
ANDALUSIA 222-7838
BRUNDIDGE 735-2529
GEORGIANA 376-2120
GREENVILLE 382-2391
HAYNEVILLE 548-2788
LUVERNE 335-3010
MIDWAY 528-3350
OZARK 774-2011
UNION SPRINGS 738-3649

April 25,1984

The Honorable Jeremiah Denton
Chairman of the Subcommittee on
Family and Human Services
Committee on Labor and Human Resources
SD-428 Dirksen Building
Washington, DC 20510

As a concerned Head Start Director, I ask for your support in co-sponsoring S.2374, which reauthorizes Head Start for another five years.

The Head Start program has proven itself to be one of the most effective and able agencies,of its kind, in its delivery of quality services to children and their families. Its' continued success is based upon S.2374 which will enhance Head Start's delivery of services to its target areas.

I also ask for your opposition to any bills which will transfer food monies from The Child Care Food Program to Head Start.

Sincerely,

Michael McGrady

Michael McGrady
OCAP - Head Start Director

MM/fb

Phenix City Public Schools

Office Of The Head Start Center

Phenix City, Alabama 36867

P. O. Box 460

Phone 298-298-1419

Clifford B. Smith, Superintendent

Clifford Ratledge, Director

May 2, 1984

Mr. Ron Hunt, Clerk
Subcommittee on Family and Human Resources
United States Senate
Room SD-428
Dirksen Senate Office Building
Washington, D.C. 20510

Dear Mr. Hunt:

As President of the Alabama Head Start Directors' Association, I would like to submit the following testimony on the Reauthorization of the Head Start Program.

For the past 5 years I have been Director of the Phenix City Head Start Program which serves 100 children and families. Over the years, I have observed first hand the very positive benefits the Head Start Program offers to poor and underprivileged children and their families. Head Start is recognized as one of the federal programs that really works. Study after study has shown the effectiveness of Head Start. Children who have attended Head Start achieve better in school than non Head Start children from similar backgrounds and fewer drop out of school.

In order for the integrity of the Head Start Program to be kept in place, I would like to recommend that the following provisions be included in the Reauthorization for Head Start:

1. The Head Start Program be reauthorized for five years with a $1.2 billion authorization in FY 1985, $1.4 billion in 1986, and such sums as may be necessary for each succeeding fiscal year ending prior to October 1, 1989. This slight increase would allow 60,000 additional children to benefit from the services Head Start offers.

2. The Secretary administer the program through the Administration of Children, Youth, and Families to ensure that the program is under the direction of professionals.

3. Funding for training and technical assistance, child development associate training, CDA assessment and credentialing, and resource projects be mandated at the FY 1982 level. Since Head Start relies on volunteers and encourages parents to become staff, the training, technical assistance, and Child Development Associate and Credentialing Programs are a vital aspect of Head Start.

4. Head Start Programs be given priority in the allocation of funds so that the Secretary must designate existing grantees within a community as Head Start agencies if the agencies meet program and fiscal requirements. Head Start programs have an excellent track record in delivering Head Start Services.

5. Head Start Programs be allowed to provide more than one year of Head Start services to children. Many children require a second year to benefit totally from the program, especially handicapped children.

6. The section on Performance Standards be strenghtened to state that "any revisions in such standards shall not result in the elimination of nor any reduction in the scope or types of health, education, parent involvement, social or other services required to be provide under the standards in effect on November 2, 1978". This replaces a requirement that revisions shall result in standards which are no less comprehensive than current performance standards.

The above recommendation will make some very important and positive changes in the Head Start legislation which will strengthen the program, therefore I hope you will give these recommendations your consideration.

Sincerely,

Clifford Rutledge

Clifford Rutledge
President
Head Start Directors' Association

S C E

Sumter County Opportunity, Inc.

TELEPHONES: [205] 392-4526 & 392-4527

LEO FIELDS, DIRECTOR

JAMES WILLIAMS, FISCAL OFFICER

406 SECOND AVENUE • YORK, ALABAMA 36925

May 2, 1984

Mr. Ron Hunt, Clerk
Subcommittee on Family and Human Resources
United States Senate
Room SD-428
Dirksen Senate Office Building
Washington, D.C. 20510

Dear Mr. Hunt:

Enclosed please find five copies of my written testimony on the "Reauthorization of Head Start".

Please include this testimony in the printed record of the Hearing on the "Reauthorization of Head Start".

Yours truly,

Leo Fields

Leo Fields
President,
Alabama Head Start Association

TESTIMONY ON HEAD START REAUTHORIZATION

As President of the Alabama Head Start Association, I would like to submit the following statements on the Reauthorization of Head Start.

Over the years the Head Start Program has been recognized as one of the most successful federal programs. Head Start emphasizes the development of the total child and involves the parents, community support and a deep commitment to helping families meet all of their needs. Study after study has shown the effectiveness of Head Start. Head Start children achieve better in school and score higher on standarized and intelligence tests than non Head Start children. Through the services of Head Start, children receive better health care than non Head Start children and are less likely to be anemic and sickly. Studies have shown that children who are in most need of help benefit the most from the program, i.e. those whose mothers have less than an 11th grade education and children who come to the program with low intelligence test scores. With the emphasis on parent involvement, the program provides parents with the opportunity to obtain employment and job training, thus improving the standard of living for Head Start families.

In a state like Alabama the Head Start Program is vital. Alabama contains some of the poorest counties in this nation. In 1980 the per-capita income for the state was only $7434. as compared to $9511 for the United States. The infant mortality rate for Alabama in 1983 was 15.1 as compared with the infant mortality rate of 11.0 for the United States as a whole. Almost 15% of the families in Alabama have incomes which fall below 100% of poverty. Currently the Head Start program serves 9613 children in Alabama which is approximately 18% of all eligible children. There are 21 counties out of 67 in the state without Head Start Programs. Pre-school services in Alabama have been virtually non-existent outside of Head Start until very recently.

With the tremendous need for Head Start in Alabama and across this nation, it is imperative that a Reauthorization Bill strengthen the ability of the Head Start program to deliver quality services to children. Therefore, I recommend that the following provisions be included in the Reauthorization Bill for Head Start:

1. The Head Start Program be reauthorized for five years with a $1.2 billion authorization in FY 1985, $1.4 billion in 1986, and such sums as may be necessary for each succeeding fiscal year ending prior to October 1, 1989. This slight increase would allow 60,000 additional children to benefit from the services Head Start offers.

The Secretary administer the program through the Administration of Children, Youth, and Families to ensure that the program is under the direction of professionals.

3. Funding for training and technical assistance, child development associate training, CDA assessment and credentialing, and resource projects be mandated at the FY 1982 level. Since Head Start relies on volunteers and encourages parents to become staff, the training, technical assistance, and Child Development Associate and Credentialing Programs are a vital aspect of Head Start.

4. Head Start Programs be given priority in the allocation of funds so that the Secretary must designate existing grantees within a community as Head Start agencies if the agencies meet program and fiscal requirements. Head Start programs have an excellent track record in delivering Head Start Services.

5. Head Start Programs be allowed to provide more than one year of Head Start services to children. Many children require a second year to benefit totally from the program, especially handicapped children.

6. The section on Performance Standards be strenghtened to state that "any revisions in such standards shall not result in the elimination of nor any reduction in the scope or types of health, education, parent involvement, social or other services required to be provide under the standards in effect on November 2, 1978". This replaces a requirement that revisions shall result in standards which are no less comprehensive than current performance standards.

These six very important and positive changes in the Head Start legislation will strengthen the Head Start program and maintain the integrity of the program. I, therefore, urge you to give these changes your utmost considerations.

Signed: Leo Fields

Leo Fields, President
Alabama Head Start
Association

Senator DENTON. This hearing stands adjourned.

[Whereupon, at 12:15 p.m., the subcommittee was adjourned, subject to the call of the Chair.]